

**LEARNING STRATEGIES IN INCREASING ARABIC
LANGUAGE SKILLS THROUGH A MULTISTRATE
STRATEGY APPROACH
(STUDY AT MEDAN NURSING POLTEKKES)**

Kamalia
Universitas Islam Negeri Sumatera Utara Medan
kamalia@uinsu.ac.id

Cite this article:

empty

Received: empty

Revised: empty

Accepted: empty

Abstract

The research aims to develop learning strategies that meet the needs of nursing students through a multistrategy approach. This study uses a descriptive qualitative approach to observing Arabic language skills in Medan Nursing Polekkes students. In this study, the experimental method was applied using multistrategy strategies to identify and influence the skills of Arabic students. The informants in the study totaled 30 Medan Nursing Polekkes students. This approach involves testing indicators in the questionnaire by conducting evaluations before (pre-test) and after (post-test) applying the method. Research data was obtained from experiments, and literature was analyzed through the Miles & Huberman scheme, including data reduction, presentation, and conclusion. The results of this study indicate that applying a multidisciplinary approach to increasing Arabic language skills for Medan Nursing Poltekkes students is a strategic and holistic approach. Involving communicative methods, technological integration, multimedia, language games, and direct interaction with teaching material, this approach not only focuses on the development of speaking, listening, reading, and writing skills in Arabic but also considers a variety of student learning styles. The application of multimedia and language games makes learning more interesting. At the same time, direct interaction with teaching material, such as group discussions and writing projects, deepens understanding of the context of using Arabic in nursing. As a result, Medan Nursing Poltekkes students will not only have better Arabic language skills. Still, they will also be better prepared and confident to use the language in nursing practices to improve communication and nursing services. This multistrategy

strategy approach aligns with several literature reviews emphasizing the importance of combining communicative methods and technological integration in learning Arabic..

Keywords: Arabic Language Skills, Learning Strategies, Medan Nursing Poltekkes, Multistrategy Approach.

Introduction

Learning Arabic for learning orientation still seems to experience a gap between expectations (theory) and reality (practice).¹ At present, learning Arabic in Indonesia has not provided satisfactory results. This is caused by several factors, including the curriculum, teachers, teaching materials, and others. In terms of the curriculum, the problem that often arises is the inability of the curriculum to cover all aspects that students need as a whole.

In terms of teachers, problems arise due to a lack of preparation for educators in terms of theory and teaching practices. Regarding teaching materials, the problem is related to the discrepancy between the learning objectives and the material taught, resulting in a lack of effectiveness in learning outcomes.² The most important component that supports the implementation of the learning process in the field of education is the availability of appropriate and fun learning media, especially Arabic learning media.³

Arabic learning is one of the entities focused on improving communication skills, both orally and in writing.⁴ The aim is to be able to express and understand information, thoughts, and feelings while developing understanding in various fields such as language science, general knowledge, and socio-cultural aspects.⁵ Arabic is a necessity that cannot be ignored in an

¹ Maswani Maswani, Muhib Abdul Wahab, and Achmad Fudhaili, "Arabic Language Learning Model Based on Sharf Serap Nalar Ibadah (SSNI): Increasing Understanding of Al-Qur'an," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 15–35, <https://doi.org/10.15408/a.v1i1.32022>.

² Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, <https://doi.org/10.29240/jba.v3i1.764>.

³ Ahmad. Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zalzuli, "The Effectiveness of Al- Muhādistah Textbook to Improve," *Arabiyatuna : Jurnal Bahasa Arab* 7, no. 2 (2023): 417–36.

⁴ Zikri Neni Iska et al., "The Effect of Social Support and Self-Efficacy on Interest in Arabic Learning for College Students," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 76–87, <https://doi.org/10.15408/a.v1i1.30409>.

⁵ Fadilah Al Azmi et al., "Pemanfaatan Media Gambar Berbahasa Arab (Index Card Match) Dalam Pembelajaran Bahasa Arab Di Pondok Modern Ar-Rifaie' 2, Malang," *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 54–69, <https://doi.org/10.18196/mht.v5i1.16707>.

educational institution and is a subject that must be studied in depth given the status of Arabic, an international language besides English.⁶

Nursing education at Medan Poltekkes prepares students to become competent and professional health workers. However, the curriculum has challenges related to Arabic language skills. Nursing students face obstacles due to the lack of adequate Arabic language skills; this is problematic considering the urgency of communicating in Arabic in the scope of nursing work, especially in international classes.

The lack of information and diversity in learning methods in the academic environment is often an obstacle for students in achieving the expected Arabic language skills. Applying a learning approach that is too traditional is not enough to meet the needs of students with diverse learning styles. Therefore, it is necessary to use a multistrategy that can use various learning methods, such as modeling, simulation, role play, and learning technology, so that students can learn more effectively and fun.⁷

Twitch's survey results of more than a hundred Arabic teachers indicate that most students are less motivated in following Arabic lessons because most teachers still use conventional approaches in delivering material, limited to books and blackboards.⁸ The learning methods applied tend to be deductive and inductive. Therefore, the lack of student interest in Arabic lessons can be caused by the presentation of monotonous and conventional material.⁹

This is in line with Novelti Meduri, Firdaus, and Fitriawan, who pinned in their research journal that learning methods that are too traditional can be a barrier for students with diverse learning styles. Then, a multidisciplinary strategy approach is needed as a holistic and responsive solution to the needs of students. Applying variations in the learning approach will have more potential to increase student involvement, facilitate a deeper understanding, and create a more dynamic learning environment.¹⁰

⁶ Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 2 (2022): 417, <https://doi.org/10.29240/jba.v6i2.5137>.

⁷ Muhammad Ilfan Fauzi, "Pemanfaatan Neurosains Dalam Desain Pengembangan Kurikulum Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 1, <https://doi.org/10.29240/jba.v4i1.1095>.

⁸ Amila Sholiha, Muhammad Rofiqi, and Firdan Fadlan Sidik, "The Effect of Mnemonic Method with a Deductive Approach in Shorof Learning on Students Learning Outcomes," *Arabiyatuna : Jurnal Bahasa Arab* 7, no. 2 (2023): 525–40.

⁹ Subur, "Pendekatan Dan Strategi Pembelajaran Bahasa Arab," *INSANIA : Jurnal Pemikiran Alternatif Kependidikan* 11, no. 2 (1970): 164–75, <https://doi.org/10.24090/insania.v11i2.165>.

¹⁰ Ni Rury Heranda Meduri, Rangga Firdaus, and Helmy Fitriawan. "EFEKTIFITAS APLIKASI WEBSITE DALAM PEMBELAJARAN UNTUK

Ni'am also said there was a need to emphasize developmental communication skills in language learning. Ni'am stressed that too much focus on grammatical and theoretical aspects often does not provide adequate experience for students. Ni'am highlighted the novelty of noveltof, including activities that allow students to practice speaking, listening, and interacting. Ni'am also proposed using simulation as an effective method to help students develop their practical communication skills.¹¹

Tampubolon and Fathia, in their research journal, say that the learning approach that includes technology is an integral part of a multistrategy strategy so that students can achieve language skills more effectively through modern and relevant learning experiences. Tampubolon and Fathia propose novelty in using various digital platforms, language learning applications, and online resources to provide variations and support student learning experiences.¹²

The main problem in this study is the lack of adequate Arabic language skills among nursing students in Medan Poltekkes, which is a significant obstacle in preparing them to communicate in the scope of nursing work, especially in international classes. This challenge is complicated by the lack of variations and diversity in the learning method in the academic environment, which often hampered students' progress in achieving the expected Arabic language skills. The learning approach that is too traditional is also proven to be inadequate to meet the needs of students with diverse learning styles.

Success in overcoming this challenge is very important considering the context of globalization, which further expands the relationship between nations. In the world of nursing that demands a high level of competence, good Arabic language skills become a crucial aspect of ensuring effective communication between health workers and patients, especially in emergencies. Therefore, an increase in Arabic language skills among nursing students in Medan Poltekkes will positively impact the quality of health services and the professionalism of nursing staff in the future.

In overcoming this problem, the research aims to develop learning strategies that meet the needs of nursing students through a multistrategy approach. By integrating diverse learning methods, students are expected to be able to improve their ability to speak Arabic holistically. Novelty, this research is expected to contribute positively to nursing students in Medan Poltekkes and to be adopted as a learning model that can be applied in other nursing educational

MENINGKATKAN MINAT BELAJAR PESERTA DIDIK.” *Akademika* Vol. 11 No. 02 (2023): 283–94. <https://doi.org/10.34005/akademika.v11i02.2272>.

¹¹ Ahmad Miftahun Ni'am. “Urgensi Transformasi Kurikulum Bahasa Arab Madrasah Aliyah Di Indonesia: Menelisik Historisitas Dan Perkembangannya Dari Masa Ke Masa.” *Revorma: Jurnal Pendidikan Dan Pemikiran* Vol. 2 No. 1 (2022).

¹² Muhammad Syafi Tampubolon, and Fathia. “PENGEMBANGAN KURIKULUM BAHASA ARAB DI MAN 4 BANTUL.” *Jurnal Pendidikan Islam* Vol. 2 No. 2 (2020). <https://doi.org/https://doi.org/10.51468/jpi.v2i2.38>.

institutions. Thus, this research is novel and highly urgent in facing the challenges of Arabic language skills among nursing students and has the potential to have a broad positive impact on the world of nursing.

This research is considered important because researchers assume that increasing Arabic language skills among nursing students in Medan Poltekkes is not only an urgent need to ensure effective communication in the scope of nursing work, especially in international classes but is also a crucial aspect in improving the quality of health services and professionalism of nursing staff in the future.

This research summarizes the novelty elements of several literature sources, including the results of Ubaidillah's study, which says that using communicative methods in learning Arabic is an effective step to increasing Arabic language skills. One new aspect or novelty of this method is encouraging students to actively participate in daily conversations using Arabic to develop speaking skills more smoothly and confidently. This communicative method emphasizes the understanding of written text and provides opportunities for students to practice in a more realistic and relevant communication context with daily life.¹³

As Kartini has stated, learning Arabic also adopts a communicative approach known as al-Madkhal al-Ittishalli. The communicative approach is considered a method that is a means to achieve learning objectives, namely the development of communication skills using Arabic.¹⁴ The multistrategy approach includes making a dialogue with a predetermined theme by campus environmental activities, then being told to speak forward together or more, then correct from two publishing, asking to record difficult vocabulary in each conversation, and giving memorization of vocabulary to support in the language.¹⁵

In addition, the results of Sutono's research explain the four approaches to learning Arabic: namely, the Istima learning method (listening), the learning method of kalam (speaking), qira'ah learning methods (reading), and the learning method of chitabah (writing). This allows teaching and learning activities to run

¹³ Mochammad Yusron Ubaidillah. "DESAIN PEMBELAJARAN MAHĀRAH QIRŌ'AH DENGAN PENDEKATAN KOMUNIKATIF DALAM METODE SOROGAN." *Tanfidziya: Journal of Arabic Education* Vol. 2 No. 01 (2022): 11–27. <https://doi.org/10.36420/tanfidziya.v2i01.170>.

¹⁴ Eka Dewi Rahmawati, "Pengembangan Buku Ajar Bahasa Arab Komunikatif Untuk Mahasiswa Program Studi Ekonomi Syariah," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 51–70, <https://doi.org/10.18196/mht.v3i1.11352>.

¹⁵ Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (2020): 56–63, [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

effectively and efficiently.¹⁶ According to Hidayatullah et al., effective learning strategies require technological integration in the learning process. Using technology, such as online Arabic learning applications that use interactive methods or newly developed interactive software, can significantly improve student motivation and involvement.

This aligns with efforts to create a dynamic and relevant learning environment and provide novelty elements in the Arabic learning approach. Technology opens new opportunities to create more interesting and interactive learning experiences, which can inspire and motivate students in the Arabic learning process.¹⁷ Learning media are chosen to be a means for the success of the learning process because using innovative teaching and learning means can stimulate students' activeness in following the learning process.¹⁸

Widayat, Munthe, and Musthofa highlighted the importance of implementing communicative learning strategies to improve Arabic language skills. By encouraging students to participate actively in daily conversations, they can enhance their speaking skills and understand the context of language more deeply. This approach allows students to apply Arabic knowledge in real situations, which enriches their learning experiences and accelerates their understanding of the language.¹⁹

Rahman et al. also stated that the communicative model is an approach to language learning that prioritizes the ability to communicate and interact in daily situations. Eclectic is a language learning method that can be interpreted with mixed methods. This method emphasizes the skills of speaking, reading, writing, and absorbing certain understanding in the learning process. Learning

¹⁶ Sutono, "Efektivitas Direct Method Dalam Meningkatkan Kemahiran Berbahasa Arab Bagi Mahasiswa Seester II PAI STAI AL-AZHAR Menganti-Gresik," *Neliti Publication*, 2020, 1–20.

¹⁷ Miko Trenggono Hidayatullah, Masduki Asbari, Muhammad Iqbal Ibrahim, and Ahmad Haditdia Haikal Faidz. "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia." *Journal of Information System and Management* Vol. 2 No. 6 (2023). <https://doi.org/https://doi.org/10.4444/jisma.v2i6.785>.

¹⁸ Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube Di MTs NU Mranggen," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 78–88, <https://doi.org/10.18196/mht.v4i1.12950>.

¹⁹ Prabowo Adi Widayat, Bermawy Munthe, and Tulus Musthofa. "PENERAPAN MODEL PEMBELAJARAN BERBASIS KECERDASAN INTERAKSIONAL UNTUK MENINGKATKAN KOMPETENSI BERBAHASA ARAB mahasiswa." *Arabi: Journal of Arabic Studies* Vol. 6 No. 1 (2021): 39. <https://doi.org/10.24865/ajas.v6i1.310>.

activities like this will be a variety of activities and are not crushed in a single activity, so this method makes learning activities fosters student motivation.²⁰

According to Samin, the literature rests on the SRL (self-regulated learning) strategy to support the efficiency of student learning in tertiary institutions. SRL refers to the ability of individuals to understand and manage their learning environment. Self-regulation skills include setting goals, shaping themselves, giving instructions to yourself, and strengthening themselves. SRL involves self-awareness, internal encouragement, and learning ability to achieve the stated goals. SRL combines student motivation, metacognitive awareness, cognitive skills, and belief in learning. One method for increasing SRL is through the use of electronic media.²¹

Mustofa Dedi stated the *ketubah* method (reading), be it the *Nahwu Wa Tarjamah* method, the *Mubasyarah* method, or the *Sam'iyah Syafawiyah* method, can provide knowledge to remember the writing form. Therefore, besides interacting verbally, students can also write Arabic non-verbally.²² A language game is not an additional activity for mere happiness. Still, this game can be classified as teaching and learning that aims to provide opportunities for students to apply language skills that have been learned.

Sholeh and Efendi underline that integrating technology into learning not only increases student motivation but can also increase learning efficiency. This is in line with Sunandi et al.'s opinion that learning Arabic needs to be adjusted to the development of technology to attract students' interests and facilitate understanding. Online learning resources, such as Arabic learning applications, can effectively enrich their learning experiences. The diversity of materials and learning methods offered by this application can motivate students to continue to develop their Arabic language skills while still gaining new and interesting experiences in the learning process.²³

²⁰ Ibnu Zulqarnain et al., "Model Pembelajaran Program Ekstrakurikuler Bahasa Arab Dan Implementasinya Di Madrasah Aliyah Pesantren," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 29, <https://doi.org/10.29240/jba.v3i1.629>.

²¹ Saproni Muhammad Samin, Ismail Akzam, and Harif Supriady, "Strategies of Arabic Students' Self-Regulated Learning Improvement in Language Proficiency in The Disruption Era," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (2022): 165–77, <https://doi.org/10.15408/a.v9i2.22828>.

²² Dedi Mustofa, "Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Strategi Pembelajaran Bahasa Arab : Kemahiran Al-Kitabah (Arabic Learning Strategy : Writing Skills)," *Jurnal Bahasa Arab & Pendidikan Bahasa Arab* 2, no. 2 (2021): 178, <https://journal.iaiddipolman.ac.id/index.php/loghat/index>.

²³ Muh Ibnu Sholeh, and Nur Efendi. "INTEGRASI TEKNOLOGI DALAM MANAJEMEN PENDIDIKAN ISLAM: MENINGKATKAN KINERJA GURU DI ERA DIGITAL." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

Mahyudin Ritonga explained that the audio-lingual method emphasizes the importance of students memorizing the conversation model before continuing to free conversation. In contrast, the communicative method emphasizes the understanding of the conversation model. At the beginning of the activity, students were asked to memorize the specified conversation model. After understanding and being able to practice it, they were allowed to talk freely with the same theme.²⁴

Yuslizar and his colleagues, who highlighted the application of project-based learning methods in honing Arabic language skills, believe that students have significant added value in the context of novelty and relevance. Students cannot only apply their knowledge directly by giving assignments or projects that require the use of Arabic in real situations. Still, they can also feel a new daily sensation in using that language. This approach provides valuable practical experience and helps students feel more confident and ready to use Arabic in various contexts of everyday life more smoothly and effectively.²⁵ In terms of process, learning will be said to be successful and quality if all students, or at least most of the students, are actively involved both physically, mentally, and socially in the learning process, in addition to showing high passion, great enthusiasm for learning, and a sense of trust arises self.²⁶

Halim and Qomaruddin's opinion emphasized the importance of the results of the application of various learning methods in describing the improvement of students' ability in Arabic. With a focus on a holistic approach that combines Arabic learning applications, online learning resources, multimedia, and project-based learning methods, they highlight the potential to create more diverse and attractive learning experiences for students. This approach provides a strong foundation for improving student Arabic language skills and enriches their learning experiences in a new and interesting way. By integrating various learning elements, students can be more involved and gain a deeper understanding of Arabic and its context in everyday life.²⁷

²⁴ Mahyudin Ritonga and Talqis Nurdianto, "Strategies for Improving Arabic Language Ability through Language Environment: Phenomenology Studies in Islamic Boarding Schools," *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 496–510, <https://doi.org/10.52462/jlls.198>.

²⁵ Firsya Afra Yuslizar, Ahmad Zahrudin, Susanti Lathifa Ulfi, and Danial Hilmi. "Implementasi Aplikasi Memrise Dalam Pembelajaran Bahasa Arab Interaktif Di Bimbingan Belajar (Bimbel) Adz-Dzakaa' Malang." *Shaut al Arabiyyah* Vol. 11 No. 1 (2023): 179–94. <https://doi.org/10.24252/saa.v11i1.38644>.

²⁶ Salimatul Fuadah, "Efektivitas Pembelajaran Al Tarjamah Al Fauriyah Dalam Meningkatkan Maharah Al Qira'ah Mahasiswa Semester 6 Pendidikan Bahasa Arab UIN Sunan Kalijaga Tahun Ajaran 2018/2019," *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 71–92, <https://doi.org/10.18196/mht.v3i1.10125>.

²⁷ Habib Abdul Halim, and Farid Qomaruddin. "PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI MODEL

In this context, Gymnastiar highlights that Arabic literacy not only includes the ability to read but also the ability to write strongly. The opinions of Hadiyanto, Samitri, and Maria Ulfah stressed that applying this learning strategy not only provides benefits for the ability of Arabic students but also prepares them more effectively to face the challenges of communication in employment. By introducing a learning approach that integrates aspects of writing, students can develop comprehensive communication skills in Arabic and increase their readiness to interact and communicate in a professional environment that requires a deep understanding of the Arabic language and culture.²⁸

According to Taufik, the application of other strategies according to Arabic learning is integrated with the water learning model (auditory, intellectual, repetition). In the water model, Arabic learning is more than just a passive process, involving active students in the use of language, encouraging peer interactions, and growing their understanding and reflection on the material. The combination of these two approaches offers a variety of benefits. This can create a more interesting and interactive learning experience. At the same time, the water model provides additional structures and sources to support students' understanding to create a dynamic learning environment, motivate students to participate actively, and provide holistic learning experiences in understanding and using Arabic. This study contributed valuable insights to develop innovative and effective teaching methods in the context of Arabic learning.²⁹

According to Mujib and Rahmawati, multidisciplinary strategies that can be used include learning language through games. A language game is not an additional activity for mere happiness. Still, this game can be classified as teaching and learning that aims to provide opportunities for students to apply language skills that have been learned.³⁰

Opinion Solehuddin et al., a strategy to increase skills in Arabic through AMTSilati. This method emphasizes further multiplying examples and practice with the aim of students reading Arabic manuscripts well. Amtsilati discusses the

PEMBELAJARAN INTERAKTIF DI MADRASAH DINIYAH MAMBA'US SHOLIHIN." *Jurnal Studi Islam* Vol. 19 No. 2 (2023).

²⁸ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah. "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri." *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* Vol. 4 No. 1(2020): 117–40. <https://doi.org/10.21009/004.01.07>.

²⁹ Taufik, Nailin Nabilah Febriani, and Muhammad Afifudin Dimyathi, "Integrating the Whoop It Up Strategy with the AIR (Auditory, Intellectually, Repetition) Learning Model in Arabic Language Learning," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 2 (2023), <https://doi.org/https://doi.org/10.15408/a.v10i2.35973>.

³⁰ Muhammad Al-Mubassyir, "Prinsip Pembelajaran Bahasa Arab Daring Perspektif Rusydi Ahmad Thu'aimah," *Arabi: Journal of Arabic Studies* 8, no. 1 (2023): 80–94, <https://doi.org/10.24865/ajas.v8i1.451>.

grammatical Arabic, and the fast method is right for beginners, and it only takes approximately 6 months to understand it.³¹

In addition, Ru'iyah and Thantowi stated that teachers must be skilled in addressing individual differences (individual differences) in students and very heterogeneous students. The teacher groups students by their basic abilities, developing material on the applied curriculum that compiles the material happening among students. Arabic teachers apply several learning methods and strategies supported by using media and tools available in madrasas (educational environments).³²

Furthermore, Mahmudi Ilham et al. stated that in learning Arabic, there is a need to adopt new methods and approaches to improve student excitement, including using textbooks as learning media other than learning resources or other teaching. The aim is to enrich student learning experiences outside traditional class instructions and improve their skills in diverse learning. Therefore, teachers need to choose the most effective methods and approaches based on the ability of students to speak at a certain speed. Learning success is greatly influenced by media use and the material to be delivered.³³

Aflisia Noza's opinion regarding multidisciplinary strategies rests on a communicative approach, viewing language as something related to what can be done or expressed in language (function) or with meaning that can be expressed through language (form), but not only related to grammar. In other words, language is used to communicate, convince, give advice, praise, and convey certain meanings, but not to explain the grammatical categories linguists find.³⁴

This research refers to the descriptive qualitative method used to observe the natural conditions of Arabic language skills of Medan Nursing Polekkes students.³⁵ This study applies an experimental approach to identify and influence students' skills through multistrategy learning.³⁶ This method involves testing students with several indicators contained in questionnaires to be measured, and the results are concluded through evaluation of the condition

³¹ Ach. Sholehuddin and Mualim Wijaya, "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 47, <https://doi.org/10.29240/jba.v3i1.708>.

³² SUTIPYO RU'YAH and THONTHOWI, "Meningkatkan Kemampuan mahasiswa Dengan Multi Strategi," *Jurnal Idaarab* VI, no. 2 (2022): 297–314.

³³ Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zalzuli, "The Effectiveness of Al- Muhādashah Textbook to Improve."

³⁴ Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

³⁵ Sugiyono. Metode Penelitian Kuantitatif Kualitatif. (Bandung: Remaja Rosdakarya, 2018).

³⁶ Lexy J. Moleong. Metodologi Penelitian Kualitatif. (Bandung: Rosdakarya, 2018).

before (pre-test) and after (post-test). Application of learning methods.³⁷ This research data is sourced from experiments and literature reviews in the form of journal articles.³⁸ Data analysis of this study includes data reduction, presentation, and conclusion.³⁹

Findings and Discussion

Arabic language skills of Medan Nursing Poltekkes students

Table 1. Statistics Pre-test Arabic language skills of Medan Nursing Polytechnic students

Statistics	Statistical value
Number of students	30
Ideal value	100
Maximum value	84
Minimum value	20
Range range	64
Average value	45.14

Based on Table 1, the average Arabic language skill value of students is 45.14, showing a relatively low level of achievement. These results illustrate that before the multistrategy approach, Arabic language skills students tended to be at the lower level measured in the test.

Table 2. Pre-test Frequency Statistics Arabic language skills of Medan Nursing Poltekkes students

No.	Score	Category	Frecuency	Percentage (%)
1	0-40	Very low	15	50%
2	41-55	Low	11	21.42%
3	56-75	Enough	2	14.28%
4	76-85	Tall	2	14.28%
5	86-100	Very high	-	-
Total			30	100%

³⁷ M. Afdhal Chatra, Komang Ayu Henny Achjar, Ningsi, Muhamad Rusliyad, A. Zaenurrosyid, Nini Apriani Rumata, Iin Nirwana, and Ayuliamita Abadi. "METODE PENELITIAN KUALITATIF: Panduan Praktis untuk Analisis Data." (Jambi: Sonpedia Publishing Indonesia, 2023).

³⁸ Dimas Assyakurrohimi, Dewa Ikhrum, Rusdy A Sirodj, and Muhammad Win Afgani. "Metode Studi Kasus Dalam Penelitian Kualitatif." *Jurnal Pendidikan Sains Dan Komputer* Vol. 3 No. 01 (2022): 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>.

³⁹ Agus Salam. *METODE PENELITIAN KUALITATIF*. (Pasaman Barat: Azka Pustaka, 2023).

Based on Table 2, before the multistrategy approach, the "very low" category dominated with a frequency of 15 students, reaching a percentage of 50%. Meanwhile, the "low" category has a frequency of 11 students, with a percentage of 21.42%. The "sufficient" category has a frequency of 2 children, with a percentage of 14.28%, as well as the categories of "high" and "very high," both of which have a frequency of 2 children, each with a percentage of 14.28%. Interestingly, the "very high" category does not have a child's frequency and percentage. These results reflect that most of the students before the multistrategy approach have low Arabic language skills and very low.

Table 3. Pre-test Frequency Statistics Arabic language skills of Medan Nursing Poltekkes students

Percentage of value	Category	Frequency	Percentage (%)
< 70	Incomplete	26	85.71%
> 70	Complete	4	14.28%
Total		30	100%

Based on Table 3, before the multistrategy approach, the "incomplete" category of language skills dominated with 26 students, reaching a percentage of 85.71%. This shows the condition of low Arabic language skills in students before the multistrategy approach. Conversely, the category of "complete" only reached the frequency of 4 students with a percentage of 14.28%, indicating that some students had received adequate Arabic skills before the multistrategy approach was carried out.

Table 4. Statistik Post-Test Kemahiran Berbahasa Arab Mahasiswa Poltekkes Keperawatan Medan

Statistics	Statistical value
Number of students	30
Ideal value	100
Maximum value	100
Minimum value	88
Range range	12
Average value	96.85

Based on Table 4, the Arabic skills of students dominantly reached an average value of 96.85. This high average value reflects a significant increase in students' Arabic language skills after a multistrategy approach. This increase can be interpreted as a positive result of teaching techniques or methods applied through the test. With a greater average value, it can be concluded that the

multistrategy approach effectively improves student Arabic skills, showing positive progress in the development of their competencies in language.

Table 5. Statistics Frequency of Post-Test Arabic Language Proficiency Students of Medan Nursing Polytechnic

No.	Score	Category	Frequency	Percentage (%)
1	0-40	Very low	-	-
2	41-55	Low	-	-
3	56-75	Enough	-	-
4	76-85	Tall	-	-
5	86-100	Very high	30	100%
Total			30	100%

Based on Table 5, after the multistrategy approach, the "very high" category reached a full frequency of 30 students, with a percentage of 100%. This reflects very positive results and shows that all students in the sample have achieved a very high level of Arabic language skills after going through a multistrategy approach.

Table 6. Statistics Frequency of Post-Test Arabic Language Proficiency Students of Medan Nursing Polytechnic

Percentage of value	Category	Frequency	Percentage (%)
< 70	Incomplete	-	-
> 70	Complete	30	100%
Total		30	100%

Based on Table 6, after a multistrategy approach, the "complete" category on Arabic language skills reaches full frequency, which is 30 students, with a percentage of 100%. These results reflect the high language skills of students after going through a multidisciplinary strategy approach. The success of all students achieving the level of "complete" shows that the techniques or methods implemented through the test are effective in improving or maintaining a high level of language skills.

Table 7. Normality of pre-test data and post-test Arabic language skills of Medan Nursing Poltekkes students

Variable	Dimensions	Sign > 0.05	Sign	Information
Experiment	Pre-Test	0.05	0.200	Normal
	Post-Test	0.05	0.020	Normal

Based on Table 7, the experimental variable in the pre-test dimension has a significance value of 0.200, while in the post-test dimension, the significance value is 0.020. These values are greater than the significance level generally determined at 0.05. A significance value greater than 0.05 shows that the distribution of data in both pre-test and post-test dimensions is normal. It can be concluded that the data on the experimental variable does not show significant deviations from the normal distribution, which supports the statistical validity of the pre-test and post-test testing on that dimension. This analysis gives additional confidence to data integrity and test results, indicating that measurements in both test stages (pre-test and post-test) can be relied upon in interpreting the experimental results.

Table 8. Tes Homogeneity of Variance Arabic Language Proficiency Data for Medan Nursing Poltekkes Students

		Levene Statistic	df1	df2	Sign
Student test results	Based on Mean	13.609	1	26	.105
	Based on Median	5.551	1	26	.026
	Based on the Median and with adjusted df	5.551	1	16.077	.031
	Based on trimmed mean	12.257	1	26	.002

Based on Table 8, the significance value of 0.105 in the homogeneity test is based on the metathesis significance value greater than the alpha value, which is generally determined at 0.05. So, there is no significant difference between data variance in the tested groups. It can be concluded that this research data is homogeneous, meaning that these groups have uniform variances. These results provide additional confidence in the similarity of characteristics between groups, validating data homogeneity and supporting the validity of the statistical analysis conducted in this study.

Tabel 9. Uji Paired Sampel T-Test Data Kemahiran Berbahasa Arab Mahasiswa Poltekkes Keperawatan Medan

Variable	Dimensions	Sign > 0.05	Sign	Information
Eksperimen	Pre-Test-Post-Test Eksperimen	0.05	0.000	Influential

Based on Table 9, the results of the significance test for pre-test and post-test indicate a value of 0.000, which is smaller than the level of significance that is

generally determined at 0.05. This suggests a significant difference between the results of the pre-test and post-test of Arabic language skills of students at Medan Nursing Poltekkes after the MultistratEgi approach. A very low significance value indicates that this difference does not result from a chance. Still, there is a significant influence of the intervention of the MultistratEgi approach to the Arabic language skills of the Medan Nursing Poltekkes students. These results provide strong support for the hypothesis that the multistratEgi approach has a positive impact in increasing the Arabic language skills of Medan Nursing Poltekkes students.

Learning strategies in increasing Arabic language skills in Medan Nursing Poltekkes students

According to Zunairoh, language learning strategies are essentially the characteristics, nature, behavior, actions, steps, and techniques carried out by learners to develop language skills and increase self-confidence in Arabic.⁴⁰ Improving Arabic language skills in Medan Nursing Poltekkes students includes applying effective learning strategies. Communicative methods are applied to students, where students are encouraged to participate actively in daily conversations using Arabic. Thus, they can improve speaking skills and understanding of language contexts. Technology integration in learning is also used to increase student motivation and involvement.

This is in line with the opinion of Ubaidillah, which says that using communicative methods in learning Arabic is an effective step to increase Arabic language skills. This method encourages students to actively participate in daily conversations using Arabic to develop speaking skills.⁴¹

According to Hidayatullah et al., effective learning strategies require technological integration in the learning process. Using technology, such as online Arabic language learning applications or interactive software, can improve student motivation and involvement.⁴² This aligns with efforts to create a dynamic and relevant learning environment. Widayat, Munthe, and Musthofa highlighted the importance of implementing communicative learning strategies to improve

⁴⁰ Yuyun Zunairoh, "The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah Based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 257, <https://doi.org/10.29240/jba.v7i1.6530>.

⁴¹ Mochammad Yusron Ubaidillah. "DESAIN PEMBELAJARAN MAHĀRAH QIRŌ'AH DENGAN PENDEKATAN KOMUNIKATIF DALAM METODE SOROGAN." *Tanfidziya: Journal of Arabic Education* Vol. 2 No. 01 (2022): 11–27. <https://doi.org/10.36420/tanfidziya.v2i01.170>.

⁴² Miko Trenggono Hidayatullah, Masduki Asbari, Muhammad Iqbal Ibrahim, and Ahmad Hadidtia Haikal Faiz. "Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia." *Journal of Information System and Management* Vol. 2 No. 6 (2023). <https://doi.org/https://doi.org/10.4444/jisma.v2i6.785>.

Arabic language skills. By encouraging students to participate actively in daily conversations, they can improve their speaking skills and understand the context of language more deeply.⁴³

Sholeh and Efendi underline that integrating technology into learning not only increases student motivation but can also increase learning efficiency.⁴⁴ Using applications, online platforms, or other digital resources can provide variations in teaching methods and make learning more interesting. Combining communicative methods and technological integration in Arabic learning in the Medan Nursing Poltekkes Creates a dynamic, motivating, and effective learning environment for students to improve their Arabic language skills. This approach is in line with the above literature review, which emphasizes the importance of learning strategies that focus on communication and the use of technology in the context of language education.

Using Arabic learning applications, online learning resources, and multimedia is intended to enrich their learning experiences. In addition, audio and visual media are used to help clarify the understanding of sentence structures and pronunciation of words in Arabic. Furthermore, applying project-based learning methods can improve students' ability in a practical context. Students can hone their language skills while applying knowledge in real situations by providing assignments or projects that involve using Arabic.

This is in line with Sunandi et al.'s opinion that learning Arabic needs to be adjusted to the development of technology to attract students' interests and facilitate understanding. Online learning resources, such as Arabic learning applications, can effectively enrich their learning experiences. The diversity of materials and learning methods offered by this application can motivate students to continue to develop their Arabic language skills.⁴⁵

Sholeh and Efendi's opinion, which emphasizes using online learning resources, also supports this concept. Utilizing multimedia, including audio and visuals, can be an effective tool to help clarify the structure of sentences and the

⁴³ Prabowo Adi Widayat, Bermawy Munthe, and Tulus Musthofa. "PENERAPAN MODEL PEMBELAJARAN BERBASIS KECERDASAN INTERAKSIONAL UNTUK MENINGKATKAN KOMPETENSI BERBAHASA ARAB mahasiswa." *Arabi: Journal of Arabic Studies* Vol. 6 No. 1 (2021): 39. <https://doi.org/10.24865/ajas.v6i1.310>.

⁴⁴ Muh Ibnu Sholeh, and Nur Efendi. "INTEGRASI TEKNOLOGI DALAM MANAJEMEN PENDIDIKAN ISLAM: MENINGKATKAN KINERJA GURU DI ERA DIGITAL." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

⁴⁵ Isep Sunandi, Juliati, Wawan Hermawan, and Gilang Ramadhan. "Dampak Integrasi Teknologi Pada Pengalaman Belajar Mahasiswa Perguruan Tinggi." *Jurnal Pendidikan Tambusai* Vol. 7 No. 1 (2023). <https://doi.org/https://doi.org/10.31004/jptam.v7i1.9706>.

pronunciation of words in Arabic. With the interactive features in the application, students can be more active in learning, increasing their overall understanding.⁴⁶

Yuslizar et al.'s opinion highlighted the application of project-based learning methods and provided practical dimensions for honing students' Arabic language skills. Students can apply their knowledge in a more directed and relevant way by giving assignments or projects that involve the use of Arabic in real situations. This can help them feel more confident and ready to use Arabic in various contexts of daily life.⁴⁷

The opinion of Halim and Qomaruddin, who focused on the results of applying various learning methods, gave a clearer picture of the extent to which the ability to increase students' ability in Arabic. A holistic approach that combines Arabic learning applications, online learning resources, multimedia, and project-based learning methods can be a strong foundation for enriching student learning experiences in mastering Arabic.⁴⁸

Emphasis on Arabic literacy, especially the ability to read and write, is the main element in the learning strategy implemented. Students are directed to use reading material relevant to the nursing field to develop special vocabulary and understand technical terms in Arabic related to their profession. In this context, Gymnastiar emphasized that Arabic literacy not only includes the ability to read but also the ability to write solidly.⁴⁹ This idea supports the importance of integrating reading and writing learning in the context of nursing practices. The choice of reading material in the context of nursing helps students absorb specific terms and understand their use.

The opinions of Hadiyanto, Samitri, and Maria Ulfah emphasized that the application of this learning strategy not only benefited the students' Arabic language skills but also prepared them to face the challenges of communication

⁴⁶ Muh Ibnu Sholeh, and Nur Efendi. "INTEGRASI TEKNOLOGI DALAM MANAJEMEN PENDIDIKAN ISLAM: MENINGKATKAN KINERJA GURU DI ERA DIGITAL." *Jurnal Ilmu Keguruan Dan Pendidikan* Vol. 5 No. 2 (2023).

⁴⁷ Firsya Afra Yuslizar, Ahmad Zahrudin, Susanti Lathifa Ulfi, and Danial Hilmi. "Implementasi Aplikasi Memrise Dalam Pembelajaran Bahasa Arab Interaktif Di Bimbingan Belajar (Bimbel) Adz-Dzakaa' Malang." *Shaut al Arabiyyah* Vol. 11 No. 1 (2023): 179–94. <https://doi.org/10.24252/saa.v11i1.38644>.

⁴⁸ Habib Abdul Halim, and Farid Qomaruddin. "PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI MODEL PEMBELAJARAN INTERAKTIF DI MADRASAH DINIYAH MAMBA'US SHOLIHIN." *Jurnal Studi Islam* Vol. 19 No. 2 (2023).

⁴⁹ Abdullah Aly Gymnastiar. "Analisis Pengembangan Metode Pembelajaran Kosakata Bahasa Arab Untuk Meningkatkan Kemampuan Dakwah Dan Komunikasi Di Kalangan Mahasiswa." *Jurnal Bisnis Dan Komunikasi Digital* Vol. 1 No. 2 (2024). <https://doi.org/https://doi.org/10.47134/jbkd.v1i2.2068>.

in employment.⁵⁰ Based on the literature review above, this approach ensures that students not only master Arabic in general but can also apply their language skills effectively in the context of nursing professionals. Integrating reading material relevant to nursing is the foundation for increasing Arabic student literacy and providing strong communication provisions in a multicultural work world.

Application of the Multistrategy approach in increasing the Arabic language skills of Medan Nursing Poltekkes students

In the context of language learning, you want to improve two types of language skills: the active ability to accept and produce language. According to Fahrurrozi and Mahyuddin, the functional language ability of receptive refers to the ability of individuals to actively understand the meaning of the conversation or writings of others. Meanwhile, productive, active language skills refer to the ability of individuals to use language in conveying ideas, information, or feelings verbally or in writing.⁵¹

Therefore, applying a multi-level strategy approach to increasing Arabic language skills for Medan Nursing Poltekkes students is a strategic step in optimizing the learning process. This approach involves various learning methods and techniques, including multimedia, language games, and direct interaction with teaching materials. Combining these strategies allows students to holistically develop speaking, listening, reading, and writing skills in Arabic.

Utilizing multimedia such as audiovisuals, sound recordings, and online materials can provide variations in learning, enrich students' understanding, and improve memory. Using Arabic games makes learning more fun and interactive, so students become more motivated to hone their language skills. In addition, these activities increase student confidence in using Arabic in various contexts. In addition, the application of online-based and fast-based technology can be used by Medan Polytekkes students in online learning. It can encourage the independence of student learning because it can be accessed anywhere and anytime.⁵²

Utilization of learning media is very important in the teaching-learning process. With effective and interesting learning media, Medan Nursing Poltekkes students will more easily understand and remember the material taught by the

⁵⁰ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah. "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri." *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* Vol. 4 No. 1 (2020): 117–40. <https://doi.org/10.21009/004.01.07>.

⁵¹ Maman Abdurrahman et al., "Problematika Penerapan Pembelajaran Mahfuzhat Bahasa Arab Bagi Mahasiswa," *Arabi: Journal of Arabic Studies* 5, no. 2 (2020): 201, <https://doi.org/10.24865/ajas.v5i2.206>.

⁵² Aulia Subita and Mohammad Ahsanuddin, "The Utilization of Memrise in Arabic Language Learning with Blended Learning Method," *Mabaraat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 70–85, <https://doi.org/10.18196/mht.v5i1.16694>.

teacher. Various types of learning media can be utilized such as books, audiovisual materials, and digital applications. In addition, educational institutions can also provide facilities for extracurricular activities that support the use of Arabic in daily life, such as Arabic clubs and traditional Arabic classes. These steps can increase student motivation in learning Arabic.⁵³

Learning direct interaction with teaching material involves practicing speaking and writing actively. Group discussions, simulation of nursing situations in Arabic, and writing projects deepen students' understanding of the context of the use of Arabic in the field of nursing. This multistrategy approach also considers a variety of student learning styles, allowing each individual to find the most effective learning methods for them.

In the Arabic teaching process, interaction becomes crucial between teachers and students and among fellow students. Because learning is not only limited to the delivery of material by teachers but also involves active interactions to encourage deeper understanding. Through dynamic interaction, Medan Poltekes students will be more encouraged to explore and deepen the material delivered by the instructor through independent learning. In other words, using language interactions is an effective solution to increase Arabic vocabulary. Interactive learning also has the potential to accelerate the development of language competencies in terms of communication skills and intellectual intelligence, especially in honing Arabic skills.⁵⁴

In addition, through learning strategies for technological integration, audio-lingual, providing assignments or projects, multimedia, grouping students according to their abilities, and communicative approaches. Then, storytelling can stimulate nursing creativity in developing interesting learning strategies, facilitating the learning of Arabic, and increasing positive emotions. The use of storytelling in learning Arabic significantly affects the mastery of Arabic vocabulary. Learning Arabic becomes easier with storytelling through interesting and fun stories.⁵⁵

One of the learning difficulties that is often experienced by students is the lack of attractive media support and relevant to the subject matter. This is due to the importance of the role of the media in the learning process, which should aim to increase the speed of students' understanding. Therefore, the media's

⁵³ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 1 (2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

⁵⁴ Nur Hasan, "Strategi Pembelajaran Bahasa Arab Dengan Menggunakan Metode Blended Learning Di Era Pandemi Covid-19," *KNPI: Konferensi Nasional Pendidikan Islam Tahun 2020*, 2020, 378–90, file:///H:/New folder/1113-1484-1-PB.pdf.

⁵⁵ Akla Akla, "Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 171, <https://doi.org/10.29240/jba.v6i1.4069>.

contribution plays a role in motivating students to interact and easily learn from various sources.⁵⁶

Applying the multistrategy approach to learning Arabic in Medan Nursing Poltekkes positively impacts students' Arabic language skills. Students will be better prepared and confident to use Arabic in nursing practices, which can improve communication and nursing services.

Table 10. Arabic Learning Multistrategy Approach in Medan Nursing Poltekkes

No.	Learning strategies	Methods and Techniques
1	Multimedia	- Audiovisual and voice recordings - Online material
2	Arabic game	- Language game - Motivation in honing Arabic language skills
3	Interaction of Teaching Materials	- The practice of speaking and writing - Group discussions, simulation of nursing situations, and writing projects - The use of Arabic in nursing
4	Learning style	- Calculate a variety of student learning styles - Allows each individual to find the most effective learning methods for them

Conclusion

Applying a multistrategy approach to increasing Arabic language skills for Medan Nursing Poltekkes students is strategic and holistic. Involving communicative methods, technological integration, multimedia, language games, and direct interaction with teaching material, this approach not only focuses on the development of speaking, listening, reading, and writing skills in Arabic but also considers a variety of student learning styles. The application of multimedia and language games makes learning more interesting. At the same time, direct interaction with teaching material, such as group discussions and writing projects, deepens understanding of the context of using Arabic in nursing. In addition, applying the communicative methods to students slowly changes the habit of actively participating in daily conversations using Arabic. Thus, they can improve speaking skills and understanding of language contexts. As a result, Medan Nursing Poltekkes students will not only have better Arabic language skills. Still,

⁵⁶ Mariyatul Qibtiyah and Walfajri Walfajri, "Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak Untuk Meningkatkan Penguasaan Kosakata," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 71, <https://doi.org/10.32332/an-nabighoh.v22i01.2076>.

they will also be better prepared and confident to use the language in nursing practices and improve communication and nursing. A multistrategy strategy approach is in linalignseral literature reviews emphasizing the importance of combining communicative methods and technological integration in learning Arabic.

References

- Abdurrahman, Maman, Masor Masor, Hikmah Maulani, and Ade Kartini. "Problematika Penerapan Pembelajaran Mahfûzhat Bahasa Arab Bagi Mahasiswa." *Arabi: Journal of Arabic Studies* 5, no. 2 (2020): 201. <https://doi.org/10.24865/ajas.v5i2.206>.
- Aflisia, Noza, and Hazuar Hazuar. "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif." *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 111. <https://doi.org/10.29240/jba.v4i1.1380>.
- Akla, Akla. "Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 171. <https://doi.org/10.29240/jba.v6i1.4069>.
- Al-Mubassyr, Muhammad. "Prinsip Pembelajaran Bahasa Arab Daring Perspektif Rusydi Ahmad Thu'aimah." *Arabi: Journal of Arabic Studies* 8, no. 1 (2023): 80–94. <https://doi.org/10.24865/ajas.v8i1.451>.
- Assyakurrohim, Dimas, Dewa Ikhrum, Rusdy A Sirodj, and Muhammad Win Afgani. 2022. "Metode Studi Kasus Dalam Penelitian Kualitatif." *Jurnal Pendidikan Sains Dan Komputer* 3 (01): 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>.
- Azmi, Fadilah Al, Arsandi Arsandi, Nur Diana, and Layyinatil Awaliyah. "Pemanfaatan Media Gambar Berbahasa Arab (Index Card Match) Dalam Pembelajaran Bahasa Arab Di Pondok Modern Ar-Rifaie' 2, Malang." *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 54–69. <https://doi.org/10.18196/mht.v5i1.16707>.
- Chatra, M. Afdhal, Komang Ayu Henny Achjar, Ningsi, Muhamad Rusliyad, A. Zaenurrosyid, Nini Apriani Rumata, Iin Nirwana, and Ayuliamita Abadi. 2023. *METODE PENELITIAN KUALITATIF: Panduan Praktis Untuk Analisis Data*. Jambi: Sonpedia Publishing Indonesia.
- Fauzi, Muhammad Ilfan. "Pemanfaatan Neurosains Dalam Desain Pengembangan Kurikulum Bahasa Arab." *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 1. <https://doi.org/10.29240/jba.v4i1.1095>.
- Firsa Afra Yuslizar, Ahmad Zahrudin, Susanti Lathifa Ulfi, and Danial Hilmi. 2023. "Implementasi Aplikasi Memrise Dalam Pembelajaran Bahasa Arab Interaktif Di Bimbingan Belajar (Bimbel) Adz-Dzakaa' Malang." *Shaut al Arabiyyah* 11 (1): 179–94. <https://doi.org/10.24252/saa.v11i1.38644>.
- Gymnastics, Abdullah Aly. 2024. "Analisis Pengembangan Metode Pembelajaran Kosakata Bahasa Arab Untuk Meningkatkan Kemampuan Dakwah Dan

- Komunikasi Di Kalangan Mahasiswa.” *Jurnal Bisnis Dan Komunikasi Digital* 1 (2). <https://doi.org/https://doi.org/10.47134/jbkd.v1i2.2068>.
- Hadiyanto, Andy, Cendra Samitri, and Siti Maria Ulfah. 2020. “Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri.” *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4 (1): 117–40. <https://doi.org/10.21009/004.01.07>.
- Halim, Habib Abdul, and Farid Qomaruddin. 2023. “PENINGKATAN KETERAMPILAN BERBICARA BAHASA ARAB MELALUI MODEL PEMBELAJARAN INTERAKTIF DI MADRASAH DINIYAH MAMBA’US SHOLIHIN.” *Jurnal Studi Islam* 19 (2).
- Hidayatullah, Miko Trenggono, Masduki Asbari, Muhammad Iqbal Ibrahim, and Ahmad Hadidtia Haikal Faidz. 2023. “Urgensi Aplikasi Teknologi Dalam Pendidikan Di Indonesia.” *Journal of Information System and Management* 2 (6). <https://doi.org/https://doi.org/10.4444/jisma.v2i6.785>.
- Iska, Zikri Neni, Kaula Fahmi, Ilham Maulana Aryn, and Siti Ummi Masruroh. “The Effect of Social Support and Self-Efficacy on Interest in Arabic Learning for College Students.” *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 76–87. <https://doi.org/10.15408/a.v1i1.30409>.
- Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zalzuli, Ahmad. “The Effectiveness of Al- Muhādastah Textbook to Improve.” *Arabiyatuna : Jurnal Bahasa Arab* 7, no. 2 (2023): 417–36.
- Maswani, Maswani, Muhib Abdul Wahab, and Achmad Fudhaili. “Arabic Language Learning Model Based on Sharf Serap Nalar Ibadah (SSNI): Increasing Understanding of Al-Qur'an.” *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 15–35. <https://doi.org/10.15408/a.v1i1.32022>.
- Meduri, Ni Rury Heranda, Rangga Firdaus, and Helmy Fitriawan. 2022. “EFEKTIFITAS APLIKASI WEBSITE DALAM PEMBELAJARAN UNTUK MENINGKATKAN MINAT BELAJAR PESERTA DIDIK.” *Akademika* 11 (02): 283–94. <https://doi.org/10.34005/akademika.v11i02.2272>.
- Mochammad Yusron Ubaidillah. 2022. “DESAIN PEMBELAJARAN MAHĀRAH QIRŌ’AH DENGAN PENDEKATAN KOMUNIKATIF DALAM METODE SOROGAN.” *Tanfidziya: Journal of Arabic Education* 2 (01): 11–27. <https://doi.org/10.36420/tanfidziya.v2i01.170>.
- Moleong, Lexy J. 2018. *Metodologi Penelitian Kualitatif*. Bandung: Rosdakarya.
- Mustofa, Dedi. “Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab Strategi Pembelajaran Bahasa Arab : Kemahiran Al-Kitabah (Arabic Learning Strategy : Writing Skills).” *Jurnal Bahasa Arab & Pendidikan Bahasa Arab* 2, no. 2 (2021): 178.

- Ni'am, Ahmad Miftahun. 2022. "Urgensi Transformasi Kurikulum Bahasa Arab Madrasah Aliyah Di Indonesia: Menelisik Historisitas Dan Perkembangannya Dari Masa Ke Masa." *Revorma: Jurnal Pendidikan Dan Pemikiran* 2 (1).
- Qibtiyah, Mariyatul, and Walfajri Walfajri. "Pengajaran Bahasa Arab Menggunakan Media Gambar Bergerak Untuk Meningkatkan Penguasaan Kosakata." *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 71. <https://doi.org/10.32332/an-nabighoh.v22i01.2076>.
- Rahmawati, Eka Dewi. "Pengembangan Buku Ajar Bahasa Arab Komunikatif Untuk Mahasiswa Program Studi Ekonomi Syariah." *Maharaat: Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2021): 51–70. <https://doi.org/10.18196/mht.v3i1.11352>.
- Ritonga, Mahyudin, and Talqis Nurdianto. "Strategies for Improving Arabic Language Ability through Language Environment: Phenomenology Studies in Islamic Boarding Schools." *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 496–510. <https://doi.org/10.52462/jlls.198>.
- RU'YA, SUTIPYO, and THONTHOWI. "Meningkatkan Kemampuan mahasiwa Dengan Multi Strategi." *Jurnal Idaarab* VI, no. 2 (2022): 297–314.
- Salam, Agus. 2023. *METODE PENELITIAN KUALITATIF*. Pasaman Barat: Azka Pustaka.
- Sholeh, Muh Ibnu, and Nur Efendi. 2023. "INTEGRASI TEKNOLOGI DALAM MANAJEMEN PENDIDIKAN ISLAM: MENINGKATKAN KINERJA GURU DI ERA DIGITAL." *Jurnal Ilmu Keguruan Dan Pendidikan* 5 (2).
- Samir, Saproni Muhammad, Ismail Akzam, and Harif Supriady. "Strategies of Arabic Students' Self-Regulated Learning Improvement in Language Proficiency in The Disruption Era." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (2022): 165–77. <https://doi.org/10.15408/a.v9i2.22828>.
- Sholehuddin, Ach., and Mualim Wijaya. "Implementasi Metode Amtsilati Dalam Meningkatkan Kemampuan Maharah Qiro'ah." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 47. <https://doi.org/10.29240/jba.v3i1.708>.
- Sholiha, Amila, Muhammad Rofiqi, and Firdan Fadlan Sidik. "The Effect of Mnemonic Method with a Deductive Approach in Shorof Learning on Students Learning Outcomes." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 525–40.
- Subita, Aulia, and Mohammad Ahsanuddin. "The Utilization of Memrise in Arabic Language Learning with Blended Learning Method." *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2023): 70–85. <https://doi.org/10.18196/mht.v5i1.16694>.
- Subur. "Pendekatan Dan Strategi Pembelajaran Bahasa Arab." *INSANLA: Jurnal Pemikiran Alternatif Kependidikan* 11, no. 2 (1970): 164–75.

- Sugiyono. 2018. *Metode Penelitian Kuantitatif Kualitatif*. Bandung: Remaja Rosdakarya.
- Sunandi, Isep, Juliati, Wawan Hermawan, and Gilang Ramadhan. 2023. "Dampak Integrasi Teknologi Pada Pengalaman Belajar Mahasiswa Perguruan Tinggi." *Jurnal Pendidikan Tambusai* 7 (1). <https://doi.org/https://doi.org/10.31004/jptam.v7i1.9706>.
- Sutono. "Efektivitas Direct Method Dalam Meningkatkan Kemahiran Berbahasa Arab Bagi Mahasiswa Seester II PAI STAI AL-AZHAR Menganti-Gresik." *Neliti Publication*, 2020, 1–20.
- Syaifullah, Muhammad, and Nailul Izzah. "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 127. <https://doi.org/10.29240/jba.v3i1.764>.
- Tampubolon, Muhammad Syafii, and Fathia. 2020. "PENGEMBANGAN KURIKULUM BAHASA ARAB DI MAN 4 BANTUL." *Jurnal Pendidikan Islam* 2 (2). <https://doi.org/https://doi.org/10.51468/jpi.v2i2.38>.
- Taufik, Nailin Nabilah Febriani, and Muhammad Afifudin Dimiyathi. "Integrating the Whoop It Up Strategy with the AIR (Auditory, Intellectually, Repetition) Learning Model in Arabic Language Learning." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 2 (2023). <https://doi.org/https://doi.org/10.15408/a.v10i2.35973>.
- Ulin Nuha, Muhammad Afthon, and Nurul Musyafa'ah. "Implementation of Quality Management Curriculum in Arabic Learning." *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 417. <https://doi.org/10.29240/jba.v6i2.5137>.
- Widayat, Prabowo Adi, Bermawy Munthe, and Tulus Musthofa. 2021. "PENERAPAN MODEL PEMBELAJARAN BERBASIS KECERDASAN INTERAKSIONAL UNTUK MENINGKATKAN KOMPETENSI BERBAHASA ARAB mahasiwa." *Arabi: Journal of Arabic Studies* 6 (1): 39. <https://doi.org/10.24865/ajas.v6i1.310>.
- Yunita, Yenni, and Rojja Pebrian. "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development." *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (2020): 56–63. [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).
- Zulqarnain, Ibnu, Muhammad Muti'ur Rohman, Maftuhah Maftuhah, and Zakiyah Arifa. "Model Pembelajaran Program Ekstrakurikuler Bahasa Arab Dan Implementasinya Di Madrasah Aliyah Pesantren." *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 29. <https://doi.org/10.29240/jba.v3i1.629>.
- Zunairoh, Yuyun. "The Effect of Cognitive and Metacognitive Learning Strategies in Maharah Qiraah Based on Oxford's Strategy Inventory for Language on Students' Learning Outcomes." *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 257. <https://doi.org/10.29240/jba.v7i1.6530>.

LEARNING STRATEGIES IN INCREASING ARABIC LANGUAGE
SKILLS THROUGH A MULTISTRATE STRATEGY APPROACH
(STUDY AT MEDAN NURSING POLTEKKES), Kamalia (2024)
Jurnal Arabiyatuna

ORIGINALITY REPORT



PRIMARY SOURCES

1	journal2.uad.ac.id Internet Source	1%
2	Submitted to St. Joseph's College Student Paper	1%
3	jurnal.serambimekkah.ac.id Internet Source	1%
4	repository.uinsu.ac.id Internet Source	<1%
5	Akla Akla. "Storytelling Method to Improve Vocabulary for Non-Native Arabic Speaker Children", Arabiyatuna : Jurnal Bahasa Arab, 2022 Publication	<1%
6	Ni Wayan Suarniati, I Wayan Ardhana, Nur Hidayah, Dany M. Handarini. "The Difference between the Effects of Problem-based Learning Strategy and Conventional Strategy	<1%