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INSTRUCTIONAL COMMUNICATION OF MAHARAH KALAM IN SULTAN IDRIS EDUCATION OF UNIVERSITY

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**INSTRUCTIONAL COMMUNICATION OF MAHARAH KALAM IN SULTAN IDRIS
EDUCATION OF UNIVERSITY**

Fatmayulia*¹, Elsayed Makki Elbishr Ali Hasan², Andini Nur Bahri³, Maskanatul Fiqiyah⁴,
Muhammad Taufiq³

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^{1,3,5} Universitas Islam Negeri Sumatera Utara, Indonesia.

^{2,4} Universiti Pendidikan Sultan Idris, Malaysia.

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ABSTRACT

Studying *maharah kalam* or Arabic speaking skills is a mandatory course for students in the Arabic language study program. One of the most critical aspects of the learning process is the communication between the teacher and the lecturer, known as instructional communication. This study aims to measure the effectiveness of instructional communication in *maharah kalam* at Sultan Idris Education University, Malaysia, using a mixed-method approach that combines quantitative and qualitative research methodologies. The results indicate that instructional communication in *maharah kalam* is highly effective, with a score of 90.36%. The primary factors influencing the effectiveness of instructional communication are the lecturer's credibility, which includes expertise, trustworthiness, and attractiveness. This study offers significant contributions by presenting data on the effectiveness of maharah kalam communication instructional, which can serve as a valuable reference for advancing Maharah Kalam instruction in Indonesia



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CORRESPONDING AUTHOR:

Fatmayulia

Departement of Arabic Education, UIN Sumatera Utara, Jl. Willem Iskandar PS V, Deli Serdang, Indonesia.

Email: fatmayulia@uinsu.ac.id

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INTRODUCTION

The Arabic language holds a distinct position compared to other languages worldwide, as it was directly chosen by Allah as the language of the holy book of Islam, the Qur'an, and is also the language of Islam, making it closely related to Muslims (Arsyad, 2003). Learning Arabic, like any other field of study, requires time (Muhtadi, 2009). The ability to use a language in language teaching is referred to as language skills (*maharah al-lughah*). These skills consist of four types: listening skills (*maharah al-Istima*), speaking skills (*maharah al-Kalam*), reading skills (*maharah al-Qira'ah*), and writing skills (*maharah al-Kitabah*) (Muna, 2024). In the context of Arabic language learning, *maharah al-Kalam* is considered a fundamental skill that students must master and is one of the primary goals of foreign language learning (Kuswoyo, 2017).

However, learning a language comes with challenges that students often face, such as phonetic and orthographic issues, which are common problems in Arabic language learning (Amiruddin & Fatmawati, 2018). Non-linguistic challenges include historical aspects and difficulties arising from both teachers and students in the teaching and learning process (Hidayat, 2012). Additionally, at the university level, a major challenge for lecturers in teaching Arabic is how to effectively and engagingly explain the material, build confidence, and motivate their students.

Communication and interaction within and outside the classroom play a crucial role in determining the effectiveness and quality of education. Therefore, developing communication strategies in the learning process is essential to ensure an effective learning process (Sumar & Razak, 2016). Without communication, the learning process would not run smoothly, as communication is the key to interaction between teachers and students (Inah, 2015).

This study aims to examine the effectiveness of instructional communication in *maharah al-Kalam* among students at Sultan Idris Education University (UPSI) in Malaysia. The following factors form the foundation of this research:

Firstly, Malaysia is one of the Southeast Asian countries with a strong focus on Arabic language education, evidenced by the numerous Arabic language study programs at both public and private universities. Based on the researcher's initial observations, Arabic language programs in Malaysia offer interesting and innovative learning experiences for students, and these programs are highly sought after by Malaysian students, who undergo a competitive selection process to gain admission into Arabic language study programs. One of the most reputable universities in this regard is UPSI, where, according to interviews with faculty members, the Arabic Language Study Program is a favorite, with around 1,000 students applying each year, but only 400 are accepted.

This high demand is due to the achievements of both students and lecturers. In 2022, one of the lecturers won first place representing Malaysia in a competition for creating innovations and technologies in Arabic language learning. According to the lecturer, UPSI is highly focused on developing technology as a learning medium, making one of the most innovative programs a requirement for students to create technology-based learning products as a prerequisite for final exams. Students are also accustomed to participating in various competitions at both national and international levels. The researcher also conducted initial observations at IPG (Teacher Education Institute) in Sarawak through interviews with

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Arabic language instructors in the Islamic Education program. Interestingly, despite Arabic not being a compulsory course, the university offers Arabic language matriculation for two semesters. The purpose is to help students better understand Quranic verses and hadiths written in Arabic.

Secondly, the relationship between students and lecturers in Malaysia is noteworthy. Based on initial observations through interviews with instructors, they reported having a warm relationship built through both formal and informal communication. A lecturer from UPSI mentioned that they treat students like eggs, being very careful not to damage or break them, while a lecturer from IPG described their relationship as akin to a family, like that between a mother and child. This contrasts with the typically formal and rigid relationships between lecturers and students in Indonesia.

Thirdly, research on Arabic language instructional communication remains limited. The researcher found that studies on the effectiveness of Arabic language instruction mainly focus on teaching models and techniques. However, according to experts, there are three competencies that should be achieved in learning Arabic: language competence, communication competence, and cultural competence (Muradi, 2013). The communication competence in Arabic language learning has not been studied before, which constitutes the novelty of this research.

Fourthly, the researcher found references highlighting some challenges in the teaching and learning process of *mabarab al-Kalam*, such as an unsupportive learning environment and a lack of strong interest in learning *mabarab al-Kalam*. These issues often arise in the delivery or presentation methods of *mabarab al-Kalam* lessons, especially in the learning media used (Nurlaela, 2020).

Previous Studies

Based on the researcher's exploration using Google search with the keyword *mabarab al-kalam* learning, several studies were found that measure the effectiveness of *mabarab al-kalam* learning but with different variables, such as instructional media, techniques, and learning models. There is no study that measures the effectiveness of communication in *mabarab al-kalam* learning. There are several studies related to *mabarab al kalam*, the first The effectiveness of picture story-telling learning techniques in learning *Mabarab Kalam* for class VIII students of MTS Negeri 1 Sinjai. The study showed Effective picture story technique in learning *Mabarab Kalam* for class VIII students of MTS Negeri 1 Sinjai, the research variable is learning techniques, and the respondents are MTS students. The second research entitled 'The effectiveness of direct methods on *mabarab al-kalam* in the *muhadatsab program* at the Mamba'us Sholihin Islamic boarding school. The result of the study found that the direct method is effectively implemented in the learning of *mabarab kalam* in the *muhadatsab program* at the Mamba'us Sholihin Islamic boarding school. This study used different methodology and variable, it also has different respondent. The third, the effectiveness of using the *Mabarab Kalam* learning model based on constructivism theory in increasing student learning motivation. The study showed The use of the *Mabarab Kalam* learning model based on constructivism theory is effective in increasing students' learning motivation. The fourth is The effectiveness of using the *Mabarab Kalam* learning model based on constructivism theory in increasing student learning motivation. The study explored the Implementation of



effective *maharah kalam* strategy in Arabic language learning at MTS AL Jauhar Duri. The methodology used is qualitative and the respondents are the students. The fifth is Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students, the methodology used is descriptive qualitative. The study showed several strategies in improving maharah kalam for boarding school students.

METHOD

This study employs a mixed-methods methodology. According to Creswell in 2014th, mixed-methods research is a combination of quantitative and qualitative research. Thus, within a single study, both quantitative and qualitative methods are used (Creswell, 2014). Sarwono in 2011th defines mixed-methods research as research that employs more than one method in a single research activity or more, using both quantitative and qualitative approaches to obtain quantitative and qualitative data, which serve as empirical evidence in addressing the research problem (Sarwono, 2011). This method is capable of answering more complex research questions because the researcher is not confined to a single research design. This contrasts with qualitative and quantitative methods, which are limited to specific types of data collection instruments. Mixed-methods research encourages researchers to conduct collaborative studies in social, behavioral, and humanistic domains, utilizing various perspectives or paradigms that have not been widely explored in qualitative or quantitative research (Creswell, 2014).

The mixed-methods model used in this study is the Sequential Exploratory model, which is a combination of qualitative and quantitative research. It begins with the collection and analysis of qualitative data, followed by the collection and analysis of quantitative data. This process can generally be illustrated as follows:

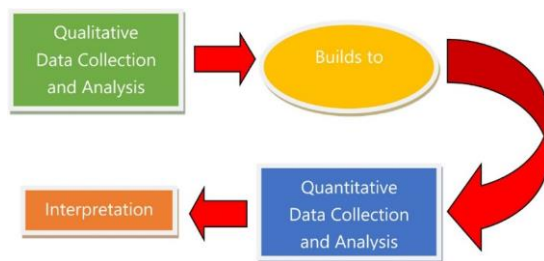


Figure 1. Mixed Method Model Sequential Exploratory Research Steps

Identify Subsections

Research Step: Mixed Methode Model Sequential Exploratory

a. First Stage of Qualitative Research

The first step in the mixed method model sequential exploratory research method is to conduct research using qualitative methods (Yin, 2012). The steps in this stage are as follows:

1. Problem Formulation

Problem formulation refers to issues that require immediate resolution. A problem formulation should at least contain the elements of Q: Question, S: Specific, and S: Separated (Nursalam, 2017). In qualitative research, as previously mentioned, the problem formulation, which serves as the research focus, is provisional and may evolve as the researcher enters the

field or specific social situations. Qualitative research questions are formulated with the intention of understanding complex phenomena in relation to other aspects (in context). Researchers using a qualitative approach may not have a clear understanding of the aspects of the problem they will study at the early stages of their research. They will develop the research focus while collecting data. This process is known as "emergent design." In qualitative research, research questions are not formulated based on the operational definition of a research variable. Instead, qualitative research questions are designed to understand complex phenomena, social interactions, and the possibility of discovering new hypotheses or theories (Sugiyono, 2013a).

2. Literature Review

The literature review contains a systematic explanation of relevant foundational theories that will be used as a conceptual framework in the research, along with facts and previous research findings from the latest literature. It also includes the latest theories, concepts, or approaches related to the research being conducted. The foundational theory in this study is the theory of instructional communication, which consists of five indicators: respect, empathy, audibility, clarity, and humility.

3. Interview Guide Development

To ensure that the interviews conducted remain aligned with the research objectives, the researcher compiles a set of questions based on the theory and indicators of the research variables to serve as an interview guide.

4. Data Collection

In this study, interviews are used as one of the techniques for data collection, particularly for conducting preliminary studies to identify researchable problems. The researcher also aims to gain deeper insights from the respondents. The type of interview used is semi-structured interviews, which are more suitable for qualitative research compared to other methods. The characteristics of semi-structured interviews include open-ended questions with thematic and conversational flow constraints, predictable interview duration, flexibility while maintaining control, and the use of an interview guide as a reference for the sequence, flow, and wording. The purpose of the interview is to understand a phenomenon (Herdiansyah, 2010). The interview informants in this study are faculty members at SU Medan and lecturers teaching *maharah al-kalam* at UPSI Malaysia's *Focus Group Discussion*.

The Focus Group Discussion (FGD) involves inviting key informants to discuss several concepts related to the data revealed or to answer certain research questions (Satori & Komariah, 2011). The purpose of the FGD is to explore specific issues related to the topic under discussion. This technique is used to prevent the researcher from misinterpreting the issues being studied. The FGD is used to draw conclusions on intersubjective meanings that the researcher may struggle to define independently due to the influence of their subjectivity (Kresno et al., 1999). In this study, the FGD is conducted to identify the supporting and inhibiting factors affecting the effectiveness of instructional communication in *maharah al-kalam* at UPSI. The FGD is conducted online using Zoom, and during the FGD, the researcher records the session to obtain clearer and more concrete data. The FGD participants are Arabic language lecturers, specifically those teaching *maharah al-kalam* at UPSI.

5. Data analysis

Data analysis is the process of systematically searching for and organizing data obtained from interviews, field notes, and documentation by categorizing the data, breaking it down into units, synthesizing it, arranging it into patterns, selecting which parts are significant, studying them, and drawing conclusions that are easily understood by oneself and others (Sugiyono, 2013b). In qualitative research, data consists of interview results, participant observations, field notes, or focus group discussions, which are presented in narrative or descriptive form (Kesuma, 2011).

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In processing the data, the author employed triangulation techniques. Triangulation is a data collection method that combines various data collection techniques and existing data sources (Sugiyono, 2013b). There are two types of triangulations: technique triangulation and source triangulation. In this study, the author used both. Technique triangulation involves different methods of data collection, including interviews and focus group discussions. Source triangulation, on the other hand, refers to collecting data from different sources, such as lecturers teaching *Maharah al-Kalam* at UPSI.

b. Second Stage of Quantitative Research

The next step in the sequential exploratory mixed methods research model, after conducting qualitative research, is to conduct quantitative research. The steps in this phase are as follows:

1. Search for Theory and Measurement Indicators for Variables Related to Hypotheses

Relevant theories are sought to explain the variables under study, to provide provisional answers to the research questions (hypotheses), and to aid in the development of research instruments (Sugiyono, 2013b).

2. Development of Research Instruments

At this stage, research instruments such as questionnaires or tests are developed, with scoring systems established for each response (Siswanto & Suyanto, 2017). The type of instrument used depends on the variables being studied. It is important to specify the instruments to be used in the research, the measurement scales for each type of instrument (e.g., Likert scale), and the procedures for testing the validity and reliability of the instruments (Sugiyono, 2013b).

In this study, the researcher uses a questionnaire with a Likert scale comprising four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree. Using the Likert scale, the variable to be measured is broken down into variable indicators, which are then used as a basis for developing the items of the instrument, which may include questions or statements.

The following is the matrix for the development of instruments or the instrument grid used in this study:

Tabel 2. The instrument grid

Variable	Indicator	Item	Item Number
Instructional communication	Respect	Speaking in a friendly and sociable manner	1 2
		Listening well	3
		Respecting students' opinions or efforts in the teaching and learning process	
	Empathy	Asking how students are doing before starting the lesson	4
		responding to students' difficulties	5,6
		trying to understand the conditions and feelings faced by students	7
		communication between lecturers and students outside the classroom	8,9,10

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Audible	provide learning materials with a clear voice	11
	explain the material in easy-to-understand language	12,13
	use media or teaching aids	14
Clarity	provide material clearly	15,16
	cover matters related to how much the lecturer has mastered the material in front of the students	17
	ensure that students have understood and mastered the material given	18,19
Humble	responding when students make mistakes	20,21 22,23
	responding when students need help	24,25
	providing motivation to students	26
	responding when students give assessments of lecturers	

3. Research Instrument Test

a. Validity Test

This validity test was conducted to determine the level of validity of an instrument, meaning that the instrument used truly measures what it is intended to measure. Validity is a measure that indicates the degree of accuracy or validity of an instrument (Arikunto, 2006).

A valid or accurate instrument has high validity. Conversely, an instrument with low validity is considered less accurate. To determine whether the questionnaire used is valid or not, the obtained r^* value (calculated r^*) is compared with the table r^* value. An instrument is valid if the calculated $r^* >$ table r^* . If the calculated $r^* <$ table r^* , the instrument is not valid. Validity testing can be conducted with the assistance of SPSS software. The formula used to test validity is the Pearson Product-Moment Correlation, as follows:

$$r = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{(n \cdot \sum x^2 - (\sum X)^2) \cdot (n \cdot \sum Y^2 - (\sum Y)^2)}}$$

- r = Correlation Coefficient
- $\sum X_i$ = Item Score Total
- $\sum Y_i$ = Total Score Amount
- n = Number of Respondents

b. Reliability Test

In addition to being valid, an instrument must also be reliable, meaning that it not only aligns with reality but also demonstrates accuracy. This means that if the instrument is administered to the same group at different times, the results should be consistent. Instrument reliability is a tool used to test the level of consistency or reliability of an instrument as a data collection tool (Arikunto, 2006). A good instrument should not be biased or lead respondents toward certain answers. A reliable instrument will produce trustworthy data. The reliability of a measuring tool is quantitatively expressed by the

13
33
57
66
41

25

4



reliability coefficient. Since all the scales used provide six alternative answers, the appropriate statistical technique to test the reliability of the scale, based on internal consistency, is Cronbach's Alpha (α) technique.

Reliability is an index that indicates how trustworthy or dependable a measuring tool is (Notoatmodjo, 2012). Reliability measurement in this research will be conducted using the Cronbach's Alpha formula:

$$R = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Explanation:

r = Instrument reliability coefficient (Cronbach Alpha)
 k = number of questions
 $\sum \sigma_b^2$ = total item variance
 σ_t^2 = total variance

A construct or variable is said to be reliable if it provides a Cronbach Alpha value > 0.70. There is another opinion that states that the good and bad reliability of the instrument can be consulted with the r table value.

Participant (Subject) Characteristics

Appropriate identification of research participants is critical to the science and practice of psychology, particularly for generalizing the findings, making comparisons across replications, and using the evidence in research syntheses and secondary data analyses. If humans participated in the study, report the eligibility and exclusion criteria, including any restrictions based on demographic characteristics.

1. Population

A population is a generalization area consisting of objects/subjects that have specific quantities and characteristics determined by the researcher for the study, from which conclusions will be drawn (Sugiyono & Sutopo, 2019). The population in this study comprises all 400 students of the Arabic Language Study Program at UPSI.

2. Sample

A sample is a subset of the population that can represent the population (Danim, 2002). The sample must adequately reflect the characteristics of the population so that conclusions drawn from the sample can be generalized to the population. Based on the explanation above, to determine the sample size in this study, the formula from Arikunto is used, which provides the following guideline: 'If the subject is less than 100, it is better to take all subjects so that the study becomes a population study. However, if the number of subjects is large, 10-15% or 20-30% or more may be taken' (Arikunto, 2010).

In this study, a sample size of 20% of the population was taken, resulting in a sample size as follows: 10% of 400 students in the Arabic Language Study Program equals 40 individuals, which the researcher increased to 51 individuals. The sampling technique used in this study is non-probability sampling, where not every individual in the population has

an equal chance of being selected. The method applied is purposive sampling, in which the researcher deliberately selects members of the population deemed able to provide the required information or units that meet specific criteria set by the researcher. The criteria for the sample in this study are:

- a. Students of the Arabic Language Study Program.
- b. Students who have taken the *maharah al-kalam* course.

Research Design

1. Data Collection

In quantitative research, three methods are commonly used: the questionnaire method, the structured interview method, and observation (Kesuma, 2011). In this study, the researcher used the questionnaire method. A questionnaire is a data collection technique in which a set of written questions or statements is given to respondents to answer (Sugiyono, 2013b). A total of 26 questions were distributed via Google Forms to respondents, who were students of the Arabic Language Study Program at UPSI.

2. Data Analysis

Data analysis involves grouping data based on variables and types of respondents, tabulating data by variables from all respondents, presenting data for each variable under investigation, performing calculations to address the research questions, and conducting calculations to test the proposed hypotheses (Sugiyono & Sutopo, 2019). After determining the scores for each answer, the assessment intervals are then established as follows (Riduwan, 2014).

This study employs data analysis using a quantitative descriptive method with percentages, utilizing the following intervals:

1. Angka 0% - 20% = Very ineffective
2. Angka 21% - 40% = Less effective
3. Angka 41% - 60% = Quite effective
4. Angka 61% - 80% = Effective
5. Angka 81% - 100% = Very effective

$$P = \frac{F}{N} \times 100\%$$

Information:

P = Percentage figures

F = Frequency

N = Number of respondents

c. The Third Stage of Mixed Method Research

1. Discussion

In this discussion, the researcher connects the results of qualitative research with the results of quantitative research

2. Final conclusion

The conclusion is made to answer the problem formulation based on the discussion that has been made.

RESULT AND DISCUSSION

Instructional communication is the process of transferring ideas from one individual to another to achieve effectiveness and efficiency in delivering the intended message (Johar & Hanum, 2016). According to Gufron in 2016th, instructional communication is an activity that can provide significant stimulation or contribution to understanding and practicing interaction, as well as encouraging action among all individuals involved in education (Gufron, 2016).

Maharah Kalam (speaking skills) encompasses the ability to articulate sounds, pronunciation, and words used to express, state, or convey intentions, ideas, thoughts, and feelings. These skills must be organized and developed according to the needs of the listeners to ensure that the message is clearly understood. In a broader context, speaking is a system of signs that can be heard and seen, utilizing various muscles and body tissues to convey thoughts and meet communication needs (Taubah & Hadi, 2020).

UPSI has two outputs that require students to perform micro-teaching twice at different schools. However, before starting, they prepare lesson plans. This micro-teaching activity is conducted by students in their 7th and 8th semesters. *Maharah Kalam* is taught in the first semester (SEM I) because, in the development of psychological language growth, the first skill to become active is listening. Subsequently, with development, the second stage is conversation. Reading and writing are the next stages, acquired through formal practice. This represents the sequence in learning these four language skills.

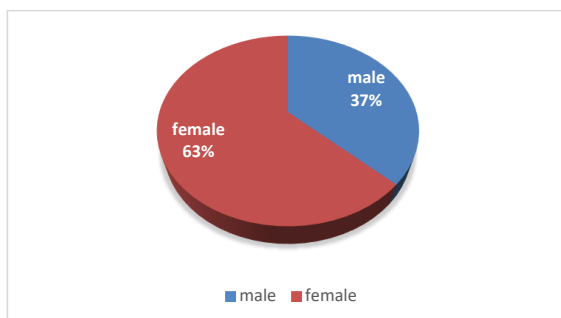


Figure 1. Respondent Character

This study offers significant contributions by presenting data on the effectiveness of *Maharah Kalam* communication strategies, which can serve as a valuable reference for advancing *Maharah Kalam* instruction in Indonesia

a. Results of Validity Testing

The data show the results of the validity test. With a sample size of 51 respondents, who are students of the Arabic Language Study Program at UPSI, the obtained r^* value is greater than the table r^* value, with the r^* value being higher than 0.271. Therefore, all questions on the questionnaire are declared valid.

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b. Results of Reliability Testing

The reliability test results indicate that, based on the data presented, the reliability test results demonstrate that the questionnaire measurement tool is reliable, with a Cronbach's Alpha value of 0.920, which is higher than 0.60.

Table 3. Frequency distribution of respondents' answers

No	Question	Frekuensi jawaban				Score	%	Expl.
		STS	TS	S	SS			
1	The lecturer speaks in a friendly and welcoming manner with the students.	0	1	11	39	191	93.63	Very effective
2	Lecturers always listen well when students speak	0	1	7	43	195	95.59	Very effective
3	Lecturers appreciate students' opinions and efforts in the teaching and learning process.	0	0	11	40	193	94.61	Very effective
4	The lecturer asks the students how they are before starting the lesson.	0	1	8	42	194	95.10	Very effective
5	The lecturer asks about the difficulties or complaints faced by students.	1	0	14	36	187	91.67	Very effective
6	Lecturers always listen carefully to the difficulties or complaints faced by students.	1	1	14	35	185	90.69	Very effective
7	Lecturers try to understand well the conditions and feelings faced by students.	1	2	12	36	185	90.69	Effective
8	Lecturers greet students inside and outside the classroom after they greet them first.	1	1	12	37	187	91.67	Very effective
9	Lecturers provide opportunities for students to ask questions about things outside the learning material.	1	2	9	39	188	92.16	Very effective
10	Lecturers invite students to discuss related subject matter or outside the subject matter.	0	2	9	40	191	93.63	Very effective
11	The lecturer delivers learning materials with a clear voice	1	2	7	41	190	93.14	Very effective
12	The lecturer explains the material in easy-to-understand language.	0	2	10	39	190	93.14	Very effective
13	The lecturer explains the material with good body language	0	2	8	41	192	94.12	Very effective
14	Lecturers use media or teaching aids in teaching	1	2	6	42	191	93.63	Very effective
15	Lecturers try to provide learning materials clearly	0	2	6	43	194	95.10	Very effective
16	The lecturer gives examples to students regarding the material both verbally and non-verbally.	0	2	12	37	188	92.16	Very effective
17	The lecturer does not cover up matters related to how much the lecturer has mastered the material in front of the students.	0	2	9	40	191	93.63	Effective



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18	The lecturer ensures that students have understood and mastered the material given.	1	1	14	35	185	90.69	Very effective
19	The lecturer asked the students whether the lecturer's teaching methods had been well received.	1	2	15	33	182	89.22	Very effective
20	Lecturers are not angry with students who have been absent several times	4	6	19	22	161	78.92	Effective
21	Lecturers respond quickly when students need help with course material or outside the material.	3	3	14	31	175	85.78	Very effective
22	Lecturer forgives students who make mistakes	13	1	11	26	152	74.51	Effective
23	The lecturer gives praise to students who can master the material.	1	0	9	41	192	94.12	Very effective
24	The lecturer provides motivation and advice to students who do not have a good grasp of the material.	1	2	6	42	191	93.63	Very effective
25	Lecturers want to know about student problems outside of learning materials	12	2	9	28	155	75.98	Effective
26	Lecturers give positive responses to student suggestions or assessments about lecturers	2	7	16	26	168	82.35	Very effective
		Average				184.35	90.36	Very effective

Based on the table above, it is shown that the communication of learning *Maharah Kalam* at UPSI achieved a score of 90.36%, which falls within the 'very effective' interval. The majority of students reported that the lecturers are very friendly and approachable, categorized as 'very active,' while students' statements regarding lecturers' efforts to understand students' emotional states fall into the 'effective' category.

To identify the supporting and hindering factors affecting the effectiveness of instructional communication, the researcher conducted interviews and focus group discussions with lecturers teaching Arabic at UPSI, specifically regarding *Maharah Kalam*. Supporting and Hindering Factors of the Effectiveness of *Maharah Kalam* Instructional Communication at UPSI.

Some supporting factors for the success of effective communication in a learning environment include the following:

1) Communicator Factor (Lecturer)

As a communicator, the most important thing in a lecturer is credibility. "The Source Credibility Theory States that people are more likely to be persuaded when the source presents itself as credible" (Hovland et al., 1953). This statement can be concluded that a credible source or communicator will be easier to influence others, so if the expert communicator can be trusted, the communicant will be easier to influence to follow what the communicator's goals are.

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There are several components that are the benchmark for the credibility of a communicator, namely:

a) Skill

Communicator expertise is related to being knowledgeable, intelligent, experienced, possessing certain authority, and mastering reliable skills (Venus et al., 2004). Communicators have power through their personal characteristics, which makes their statements trustworthy. Communicator expertise also involves their ability to control the emotions of the communicant and their strength in argumentation. Based on interviews and focus group discussions (FGD), the researcher found that Arabic lecturers, especially those teaching *Mabarab Kalam*, possess good skills and expertise, as evidenced by their years of teaching experience, including teaching in several countries other than Malaysia. Their strong performance in teaching is also reflected in the thoroughness of lesson plans prepared by the lecturers. Not only are there standard syllabi, but the lecturers also prepare various learning tools or media, such as modules and applications that support the learning process, including Kahoot for creating Arabic quizzes. The utilization of technology and innovation is a focus for the lecturers, as reflected in the *Mabarab Kalam* syllabus development based on Bloom's taxonomy, as mentioned by one of the informants: "I prepare the syllabus and specific and general objectives in teaching based on Bloom's taxonomy, including innovation".

b) Trustworthiness

Trustworthiness is the audience's impression of the communicator in relation to their character. A trustworthy communicator is one who is perceived as honest, sincere, moral, fair, polite, or ethical (Rakhmat, 2004a). According to Johnstan (Venus, 2009), trustworthiness or the honesty of the source largely depends on the audience's perception of the source's intentions. The audience will trust the communicator based on the character of the communicator or the source itself. If the communicator is considered honest and sincere in conveying information, moral, fair, ethical, and demonstrates politeness in making statements and acting, then the audience will trust them. Based on the research findings through interviews and focus group discussions (FGD), the researcher concludes that *Mabarab Kalam* lecturers possess trustworthiness among students, as evidenced by the high level of morality and politeness exhibited by the lecturers both inside and outside the classroom, as reflected in the following interview excerpt:

"The relationship between lecturers and students is established through two factors: appreciation and respect. Appreciation and respect must be reciprocated by both parties. I always listen to students' concerns, display a smile, and maintain a friendly demeanor, rather than creating fear and anxiety among students. Affection and understanding will lead students to respect and honor their lecturers."

This is consistent with previous research indicating that respect from lecturers towards students is an important factor in instructional communication (Ghademi et al., 2007). Lecturers also strive to maintain a close and warm relationship with students, demonstrating a high level of care as evidenced by the informants' statements about their willingness to discuss and assist students with both academic and non-academic matters. Lecturers

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emphasize the importance of building a positive relationship with students to ensure they feel comfortable and can easily understand the material being taught.

This aligns with the view that teachers who care about and pay attention to their students will encourage students to engage in discussions about various topics (Wang & Gordon, 2012). Various extracurricular activities are also conducted by lecturers with students to support the learning process, such as visiting museums and malls while learning new vocabulary. Lecturers even make time to exercise with students, as demonstrated in the following interview excerpt:

"Lecturers become close partners outside the classroom, for example doing sports with students outside of class hours, such as soccer, volleyball, basketball, etc."

Based on the interviews and focus group discussions (FGD), it is evident that the lecturers' honesty and willingness to acknowledge their shortcomings in front of students, especially regarding technology, is apparent. Lecturers are not hesitant to seek students' help because, as they explain, students are more knowledgeable in these areas, as illustrated in the following interview excerpt:

"There are sometimes things I do not know, and I am not embarrassed or unwilling to admit it. For instance, with current technology, students are more proficient than lecturers. If there is technology that I cannot use, I will ask students to handle it."

This aligns with studies that highlight the importance of lecturer characteristics such as openness, humility, and trust (Obeidi et al., 2010) in fostering effective communication with students.

c. Attractiveness

Attractiveness is an important factor that influences the formation of a communicator's credibility as it can determine the effectiveness of the communicator's persuasion. According to Rakhmat (Rakhmat, 2004b), attractiveness is not limited to physical appearance but can also include psychological appeal, which consists of similarity, familiarity, or liking. Similarity refers to the idea that people are drawn to communicators who share demographic characteristics such as language, religion, region of origin, or ideology. Familiarity means that a communicator who is well-known is more readily accepted by the audience compared to someone who is unfamiliar. A communicator who is recognized for their expertise will be more easily accepted, as the audience will not doubt their ability and honesty. Liking implies that a communicator who shares commonalities or is known will ultimately be held in higher regard by the audience (Cangara, 2020). Expertise in Arabic language is also possessed by lecturers of *Maharah Kalam*, as they are native speakers from Sudan, thereby eliminating any doubts about their Arabic language proficiency. Based on this, the researcher concludes that the *Maharah Kalam* lecturers have a significant level of attractiveness.

Message Factors (Content of the Lesson)

The communication process in education involves the transmission of messages from the source to the recipient through specific media. For the learning process to be effective, the message must be designed to align with the recipient's characteristics. In education, learning messages are crafted to meet the learning objectives and the characteristics of the learners. Messages are constructed based on two factors: the content of the message and the language (symbols).

1) Message content

The principles of composing messages for effective instructional communication are:

a) Readiness and Motivation

Readiness and motivation suggest that if learners have high readiness and motivation in message delivery, the outcomes will be more favorable. "Readiness" here means preparedness based on prerequisite knowledge, mental readiness, and physical readiness. Based on the research findings, instructors show efforts in preparing students for the learning and teaching process. The informants indicate that before starting each class, the instructor always requests students to take turns leading a prayer. Additionally, the instructor ensures that students feel comfortable before beginning the lesson by inquiring about their well-being, feelings, and readiness to receive the Arabic speaking material, as illustrated in the following interview excerpt:

"At the beginning of each class, students take turns leading the prayer, regardless of gender. I ask about the students' well-being and feelings, whether they are happy or sad, and if they are ready to receive the lesson."

The instructor also frequently motivates students to practice continuously to master the Arabic language. The forms of motivation provided are not limited to academic matters; the instructor also attends to students' psychological aspects, such as addressing issues they may face at home or with peers. The instructor willingly helps provide solutions and advises students to improve their learning outcomes, as reflected in the following interview excerpt:

"For every student who needs assistance, I generously provide support to the best of my ability. The instructor never belittles students who struggle with learning. If necessary, I give advice to help students overcome their difficulties."

This aligns with Wang's assertion that teachers also serve as mentors and role models, enabling students to develop their abilities to handle personal issues and rapidly changing situations. Davis also states that a good relationship between teachers and students not only affects academic performance but also student motivation (Davis, 2003). This is consistent with Ramli's view that students' learning motivation is influenced by both internal and external factors (Ramli et al., 2018).

b) Use of Attention-Centering Tools (attention directing devices)

This principle asserts that the use of attention-focusing tools in message delivery will enhance learning outcomes. This is based on the notion that attention, which involves mental focus on a particular object, plays a crucial role in successful learning. The more attention is given, the more successful the learning; conversely, the less attention is given, the more likely the learning will fail. According to the research findings, the instructor is highly sensitive to

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and aware of the importance of utilizing technology as a learning medium. The instructor actively employs various teaching media, ranging from Arabic language magazines to Arabic news on YouTube. Additionally, the instructor assigns tasks to students to create videos in Arabic to sharpen their skills. This was conveyed by the informant in the following interview excerpt:

"Other media include TV or YouTube, where students watch Arabic news, listen to it, and write down what they do not understand to discuss it with the instructor, who then explains what was not understood. Arabic language magazines also serve as media in this language skill. Students are asked to note down unfamiliar vocabulary."

This aligns with the notion that in the learning process, students are more motivated to learn, which encourages them to write, speak, and imagine, leading to more developed thinking patterns. Through learning media, the educational process becomes more effective, and a good relationship can be established between the teacher and students (Tafonao, 2018).

c) Active participation of students

Active and interactive participation of students in learning activities can enhance learning outcomes. Student activities include both mental activities (such as thinking about answers, reflecting, imagining, and feeling) and physical activities (such as practicing, answering questions, composing, writing, and completing assignments). Research findings from interviews and focus group discussions (FGDs) indicate that instructors strive to encourage students to actively participate in class. For example, instructors in the Arabic language skill course require students to bring their dictionaries to every session. The instructors assert that by building a close relationship with students, they will not feel embarrassed and will be more willing to ask questions, even if their Arabic is not yet proficient. This is illustrated in the following interview excerpt:

"This relationship will become close, and students will not be embarrassed to speak in Arabic. Although their language may not be perfect, courage and motivation to speak are crucial for encouraging communication."

d) Repetition

Repetition of instructional messages enhances learning outcomes. This repetition is carried out in various ways. Repetition can also be achieved by providing a brief overview at the beginning of a lesson and a summary or conclusion at the end. According to the research findings, the instructor employs specific strategies to deliver lesson content effectively, resulting in improved learning outcomes. These strategies include directing students to list any words they observe in the classroom, recording these words in a dedicated notebook, and translating them into English or Malay. Once the words are recorded, the instructor asks students to state five of these words and use them in sentences, whether as synonyms or antonyms, in both simple and complex forms. According to the instructor, this method helps develop their speaking skills, as most students have not previously studied Arabic.

e) Feedback

If feedback is provided during the delivery of messages, learning outcomes will improve. Feedback is information given to learners about their learning results. If incorrect, corrective feedback is provided, and if correct, confirmative feedback or reinforcement is

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54 given. Learners will become more confident if they receive corrections when wrong and confirmation when right. Based on the research findings, it was observed that the lecturer actively provides exercises to students to practice speaking both inside and outside the classroom, even using applications like Kahoot in the classroom. The lecturer also mentioned correcting students when they make mistakes. To obtain feedback from students, the lecturer instructs them to create a summary or resume after each class session. This is reflected in the following interview excerpt:

"After the lesson is completed, to assess their understanding, I ask students to create a summary or conclusion of what they learned that day. This includes evaluating whether the methods used were engaging. If students have questions or issues that they did not understand from the material or beyond it, I will address those questions."

This aligns with Katayama's study, which investigated the attitudes of 249 students and found that students prefer their mistakes to be corrected by teachers (Katayama, 2007). This is because students want to improve their accuracy in Japanese. Therefore, lecturers need to have attention and strategies for correcting students.

f) Language (symbol)

14 Language is crucial for facilitating instructional communication. Factors influencing the learning process function effectively when language is used as a means of communication. Based on the research findings, it is evident that the instructor uses easily understandable language to convey material. In addition to verbal language, the instructor also employs non-verbal language to help students grasp Arabic vocabulary, as indicated in the following interview excerpt:

"All material provided is aimed at helping students understand it using body language occasionally or through media. The use of body language is very important in teaching kalam, as some vocabulary (mufradat) can be understood through body language when students do not comprehend it. Analogies in the form of movements, known as amaliyah at-tamsil, are also methods to help students understand."

28 Other non-verbal language forms, such as smiling, are also used by the instructor to ensure that students are not tense or fearful, thereby making it easier for them to grasp the learning material. This aligns with Barmaki's assertion that non-verbal communication is related to students' academic success (Barmaki, 2014). Students who are interested in learning more about a course subject are linked to the teacher's smile, nods, and eye contact (Myers & Knox, 2001).

Factors Hindering Effective Communication in Learning

Communication barriers are elements that can affect the smoothness of the communication process and can even obstruct it. Barriers to communication can occur with the communicator, the communicant, the message, the media, or the environment during the communication process. According to Mulyana in 2001th, communication barriers can take the following forms (Mulyana, 2001):

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1) Semantic Disturbances

Based on the research findings, it is evident that students have varying levels of proficiency in Arabic because some come from pesantren (Islamic boarding schools) and others from general schools. Consequently, students experience semantic disturbances that can hinder the learning and teaching process.

2) Motivation Disturbances

The research indicates that not all students have high motivation to learn Arabic, and once students are outside the classroom, it is difficult to monitor them. This is reflected in the following interview excerpt:

"Arabic may not be *important* to them, especially when they are at home where Arabic is not used."

This is consistent with Wlodkowski & Jaynes's assertion that one of the main factors contributing to low student motivation is self-related factors (Wlodkowski & Jaynes, 2004).

CONCLUSION

The research results indicate that the communication in the teaching of *Maharah Kalam* (speaking skills) in the Arabic language program at UPSI achieved 90.36%, which falls within the highly effective interval. Based on findings from interviews and focus group discussions (FGD), the supporting factors for the effectiveness of communication in the teaching of *Maharah Kalam* at UPSI are, first, the lecturers as communicators with credibility. In building credibility, the lecturers possess adequate components, namely expertise, trustworthiness, and attractiveness. The second supporting factor is the message as the content of the lesson. The research shows that in designing the message, the lecturers meet important elements, including readiness and motivation, the use of attention-capturing tools, active student participation, repetition, and feedback. In language usage, the lecturers also employ both verbal and non-verbal language to enhance teaching communication. The inhibiting factors, on the other hand, are semantic interference and students' motivational issues.

Commented [Reviewer 1]: Perhatikan cara menulis kesimpulan

1. Tuliskan temuan penelitian yang paling menonjol
2. Apa implikasi dari temuan tersebut
3. Bagaimana cara menerapkan di tempat lain
4. Apa keterbatasan penelitian
5. Apa rekomendasi untuk penelitian selanjutnya

Commented [Reviewer 2]: It's clear but the conclusion does not go deep enough. It only addresses the minor questions and does not fully focus on the major research question.

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AUTHOR CONTRIBUTIONS STATEMENT

(FY) is the main researcher in this study as well as the data collector and author of this journal article. (EMEAH) and (MF) were the main contributors in providing information and data both primary and secondary. [ANB] is the data manager and analyzer. As a research mentor, [MT] provided valuable advice on the research design, and helped shape the conceptual framework.

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