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The Five Inevitable Laws of Effective Communication of Maharah Kalam in Kolej Islam Syeikh Daud AlFathani (KISDA)

Muhammad Taufiq^{*1}, Fatmayulia¹, Rohsidah Mila²

¹Universitas Islam Negeri Sumatera Utara, Indonesia

²Kolej Islam Syeikh Daud AlFathani (KISDA), Thailand

E-mail: muhammادتaufiq@uinsu.ac.id

Abstract

Teaching Maharah Kalam demands effective communication skills between educators and students. This study seeks to gauge the efficacy of Maharah Kalam learning communication at Sheikh Daud AlFathani Islamic College (KISDA) based on **the 5 Inevitable Laws of Effective Communication**, also referred to as the REACH concept: Respect, Empathy, Audibility, Clarity, and Humility. The research employs a mixed-method approach, gathering qualitative data through interviews and quantitative data via questionnaires to evaluate the effectiveness of Maharah Kalam learning communication. Qualitative methods used include interviews, focus group discussions, and triangulation. For the quantitative aspect, validity and reliability tests are carried out. Validity is assessed using the **Product Moment Correlation formula**, while **reliability is measured using Cronbach's Alpha** for internal consistency. The results reveal that the effectiveness of Maharah Kalam learning communication among KISDA students is 82%, positioning it within the "very effective" range.

Keywords: Effectiveness, language skills, and learning communication

INTRODUCTION

Communication and interaction in and outside the classroom determine the effectiveness and quality of education. Therefore, the strategy of building communication in the learning process is one of the things that is very important to realize an effective learning process (Sumar & Razak, 2016), without communication it is impossible for the learning process to run smoothly because communication is the main key to interacting between teachers and students (Inah, 2015).

One of the Arabic language skills that must be mastered by Arabic language learners is speaking skills called kalam, muhadasah and hiwar. Although different in terms the meaning is the same. This speaking skill called maharah kalam has a second position after **listening skills** or **maharah al- istima'**. The importance of **speaking** proficiency determines the level of Arabic language mastery ability for non-Arabs.

This study aims to determine the effectiveness of communication learning maharah kalam on students at KISDA Thailand. This Islamic-based university is

located in the middle of a predominantly Buddhist society, so its existence for the Islamic minority community is essential. The selection of KISDA, which is located in the southern part of Thailand, as a research locus is motivated by fourth factors. *First*, the Patani Muslim community needs an Islamic campus that is close to them, so they do not need to study outside the country which requires a lot of money. Along with a lot of aid from Arab countries, the University in this minority country has students from outside the country who want to study Islam in this place.

Secondly, the material about Islamic studies is filled using Arabic so that the communication between students and lecturers uses Arabic due to the large number of students who come from outside Patani. The people of Patani are more fluent in Siamese (Thai) than Malay which is the native language of this region. Third, Patani and several cities in Thailand which are famous as tourist cities, provide opportunities for students who have learned Arabic to look for foreign tourists who come from Arabia to directly practice maharah kalam skills as a final project. For Arabic, the final project can be in the form of a thesis or a report on their activities outside the classroom.

Third, there are still very few studies related to Arabic learning communication, based on the results of researchers' searches, Arabic language effectiveness research is still limited to the effectiveness of learning models and techniques. Whereas according to experts three competencies should be achieved in learning Arabic. The three competencies in question are language competence, communication competence and cultural competence (Muradi, 2013). Communication competence in learning Arabic has never been studied before, this is the novelty of this research.

The *fourth* researcher found references that show some obstacles in the process of learning and teaching maharah kalam where among them is an environment that is less supportive of learning and a lack of strong interest in learning maharah kalam. These problems often occur in the delivery or presentation of maharah kalam learning, especially in the learning media used (Nurlaela, 2020).

METHOD

This study adopts a mixed-methods approach, integrating both quantitative and qualitative research techniques. As delineated by Creswell (2014), mixed-methods research merges these two methodologies to offer a more comprehensive analysis. Sarwono (2011) further elucidates that mixed-methods research employs multiple techniques across one or more phases of investigation to collect both quantitative and qualitative data, which collectively provide empirical evidence for addressing research questions.

The mixed-methods approach facilitates the exploration of more complex research questions by allowing researchers to employ a variety of research designs rather than being constrained to a single method. This contrasts with qualitative and quantitative research methods, which are limited to specific types of data collection instruments. Mixed-methods research enables a broader examination of social, behavioral, and humanistic phenomena through diverse perspectives that may not be fully captured by either qualitative or quantitative approaches alone (Creswell, 2014).

In this study, the Sequential Exploratory model of mixed methods is utilized. This model involves an initial phase of qualitative data collection and analysis, followed by a subsequent phase of quantitative data collection and analysis. The process is generally outlined as follows:

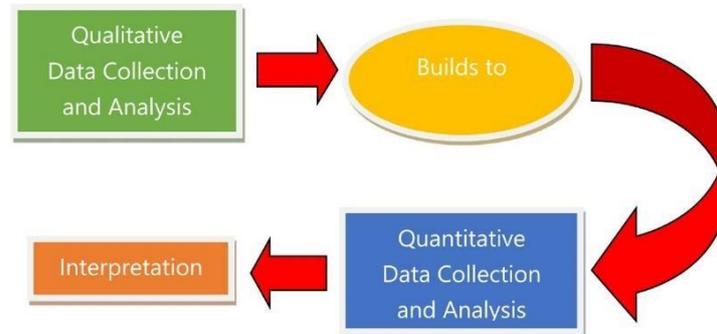


Figure 1. Mixed Methods Research Steps Sequential Exploratory Model

Participant (Subject) Characteristics

a. Population

The term "population" refers to a broad category encompassing all objects or subjects with specific attributes as defined by researchers for the purpose of study and conclusion formulation (Sugiyono & Sutopo, 2019). In this research, the population comprises all students enrolled in the Arabic Language Study Program at KISDA, totaling 150 individuals.

b. Sample

A sample is a subset of the population selected to represent the larger group (Danim, 2002). The sample should accurately reflect the characteristics of the population to ensure that the findings derived from the sample are applicable to the entire population. For determining the sample size in this study, Arikunto's formula was employed, which suggests: "If the number of subjects is less than 100, it is advisable to include all subjects to conduct a population study. For larger populations, a sample of 10-15% or 20-30% or more may be appropriate" (Arikunto, 2010).

In this study, the sample size was calculated as 10% of the total population, resulting in 15 students from the Arabic Language Study Program. This number was rounded up to 18 for practical purposes. The sampling technique applied is non-probability sampling, wherein not all members of the population have an equal chance of being selected as participants. Specifically, purposive sampling was used, where the researcher deliberately selects individuals who are deemed most capable of providing the necessary information or who meet specific criteria established by the researcher. The criteria for inclusion in this study are:

1. Students enrolled in the Arabic Language Study Program.
2. Students who have completed the Maharah Kalam course.

c. Data Collection

In quantitative research, data can be collected through three primary methods: questionnaires, structured interviews, and observations (Kesuma, 2011). For this study, the researchers employed a questionnaire as the primary data collection tool. A questionnaire involves administering a set of written questions or statements to respondents for them to answer (Sugiyono, 2013). In this study, a total of 26 questions were distributed to participants, who are students in the Arabic Language Study Program at KISDA, Thailand, using Google Forms.

d. Data Analysis

Data analysis involves organizing data based on variables and respondent types, tabulating responses according to variables from all participants, presenting data for each variable under study, and conducting calculations to address research questions and test hypotheses (Sugiyono & Sutopo, 2019). Once the responses are scored, an assessment interval is established (Riduwan, 2014). This study employs descriptive quantitative analysis to present the data, utilizing the following intervals for interpretation:

Research Design

Stages of Mixed Methods Research Sequential Exploratory Model

a. First Stage of Qualitative Research

The initial phase of the mixed-methods research utilizing the Sequential Exploratory model involves qualitative research techniques (Yin, 2012). The steps in this phase are as follows:

1. Problem Formulation

Problem formulation involves identifying issues that require resolution. This formulation should encompass specific elements, such as Question, Specificity, and Separation (Nursalam, 2017). In qualitative research, the problem formulation is often provisional and subject to refinement as researchers engage with the field or particular social contexts. Research questions in qualitative studies are designed to elucidate complex phenomena and social interactions rather than being derived from predefined operational definitions of variables. These questions evolve as researchers gather data a process referred to as "emergent design" (Sugiyono, 2013).

2. Literature Review

The literature review provides a systematic overview of foundational theories relevant to the research framework, as well as previous studies and recent theoretical developments related to the study topic. In this research, the foundational theory is the communication theory of learning, which includes five indicators: respect, empathy, audible, clarity, and humble.

3. Development of Interview Guidelines

To ensure that interviews align with research objectives, researchers develop question items based on theoretical frameworks and research variable indicators to create interview guidelines.

4. Data Collection

Data collection in this study involves interviews as a primary technique to conduct preliminary investigations and gain in-depth insights from respondents. The study employs semi-structured interviews, which are well-suited for qualitative research due to their flexible yet controlled nature. Semi-structured interviews

involve open-ended questions within defined thematic boundaries, allowing for a predictable yet adaptable flow of conversation. The aim is to understand phenomena in depth (Herdiansyah, 2010). The interview subjects include lecturers teaching Maharah Kalam and students from the Arabic Language Study Program at KISDA, Thailand.

5. Data Analysis

Data analysis entails systematically organizing and interpreting data from interviews, field notes, and documentation. This process includes categorizing data, breaking it into units, synthesizing it into patterns, and determining which data is significant for further analysis and conclusion (Sugiyono, 2013). Qualitative data often consists of narratives or statements from interviews, participant observations, and focus group discussions (Kesuma, 2011). The analysis process incorporates triangulation techniques, combining various data collection methods and sources to enhance validity (Sugiyono, 2013). This study employs both technical and source triangulation, utilizing different data collection methods such as interviews and focus groups, and drawing from diverse sources like Maharah Kalam lecturers at KISDA.

6. Formulation of Provisional Conclusions and Hypotheses

At this stage, researchers derive preliminary conclusions based on the qualitative findings. These conclusions are used to formulate hypotheses, which will be tested quantitatively in subsequent research phases.

b. Second Stage of Quantitative Research

Following the qualitative phase in the Sequential Exploratory model of mixed-methods research, the next step is to conduct quantitative research. The procedures for this phase are as follows:

1. Theoretical Framework and Variable Measurement Indicators

This stage involves identifying relevant theories and measurement indicators for the variables related to the hypothesis. These theories help explain the variables under study and form the basis for addressing the research hypotheses and developing research instruments (Sugiyono, 2013).

2. Development of Research Instruments

Research instruments, such as questionnaires or tests, are created during this phase. Each instrument is designed with predetermined scoring for responses (Siswanto & Suyanto, 2017). The selection and design of these instruments depend on the variables being studied. The instruments must be clearly defined, including the measurement scales (e.g., Likert scales) and procedures for testing their validity and reliability (Sugiyono, 2013). In this study, a questionnaire with a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) was utilized. The variables of interest were translated into indicators, which were then used to develop the questionnaire items, either as questions or statements.

3. Testing Research Instruments

a. Validity Test

The validity test determines whether the research instrument accurately measures what it is intended to measure. Validity is assessed to ensure that the instrument is effective and appropriate for the research purpose (Arikunto, 2006). An instrument is considered valid if its calculated validity coefficient (r count)

exceeds the critical value (r table); otherwise, it is deemed invalid. The validity of the questionnaire can be assessed using statistical software such as SPSS. The Product Moment Correlation formula proposed by Pearson is used for this validity test.

r = Correlation Coefficient

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

$\sum X_i$ = Item Score Total

$\sum Y_i$ = Total Score Amount

n = Number of Respondents

b. Reliability Test

In addition to ensuring validity, it is essential for a research instrument to demonstrate reliability. Reliability refers to the consistency and accuracy of the instrument in measuring what it is intended to measure. An instrument is considered reliable if it yields the same results when administered to the same group on different occasions.

Reliability testing assesses the degree to which an instrument consistently performs its intended function (Arikunto, 2006). A reliable instrument should not be biased or lead respondents toward specific answers; rather, it should produce consistent and dependable data. The reliability of a measuring instrument is quantitatively represented by the reliability coefficient. For instruments with multiple response options, the appropriate statistical method for evaluating internal consistency is the Cronbach's Alpha (α) technique.

Reliability, as an index, indicates the extent to which a measuring instrument is trustworthy or dependable (Notoatmodjo, 2012). In this study, reliability will be assessed using the Cronbach's Alpha formula to determine the consistency of the instrument.

$$R = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Explanation:

r = Instrument reliability coefficient (Cronbach Alpha)

k = number of questions

$\sum \sigma b^2$ = total item variance

σt^2 = total variance

A construct or variable is considered reliable if it yields a Cronbach Alpha value greater than 0.70. Additionally, another perspective suggests that the reliability of an instrument can also be assessed by comparing it to the r table value, which provides further insights into the instrument's reliability.

c. Third Stage of Mixed Method Research

1. Discussion

In this phase, researchers integrate and interpret the findings from both the qualitative and quantitative research components. The aim is to connect and synthesize the results to provide a comprehensive understanding of the research questions and to explore how the qualitative insights complement or contrast with the quantitative data.

2. Conclusion

The conclusion is drawn to address the research problem as outlined in the problem formulation. This step involves summarizing the insights gained from the discussion and formulating answers to the research questions based on the integrated findings of both qualitative and quantitative analyses.

RESULT AND DISCUSSION

Communication Effectiveness of Maharah Kalam Learning for Arabic Language Students at KISDA of Thailand

a. Characteristics of Respondents

The characteristics of the respondents refer to the diverse backgrounds and attributes of the individuals participating in the study. These characteristics are examined to understand the respondents' profiles better. In this study, the focus is on several background variables, including gender and semester. The findings related to these variables are as follows:

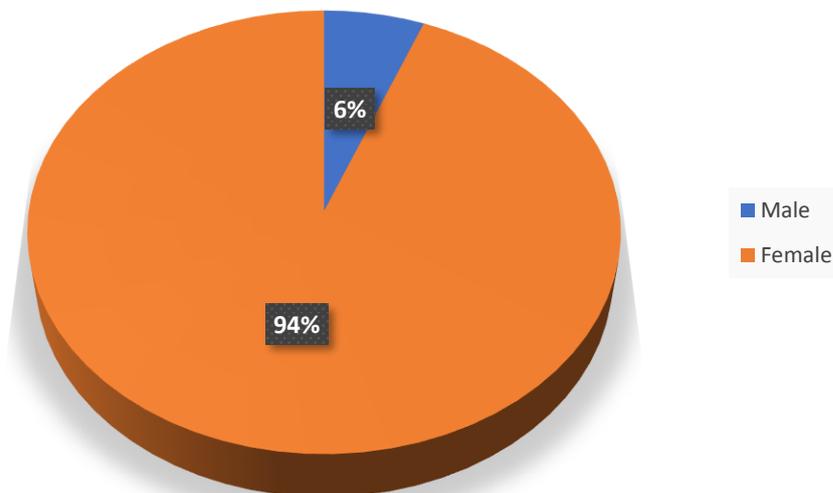


Figure 2. Gender of respondents

Based on the diagram above, it is evident that the majority of respondents are women, accounting for 94% of the total, while men constitute 6% of the respondents.

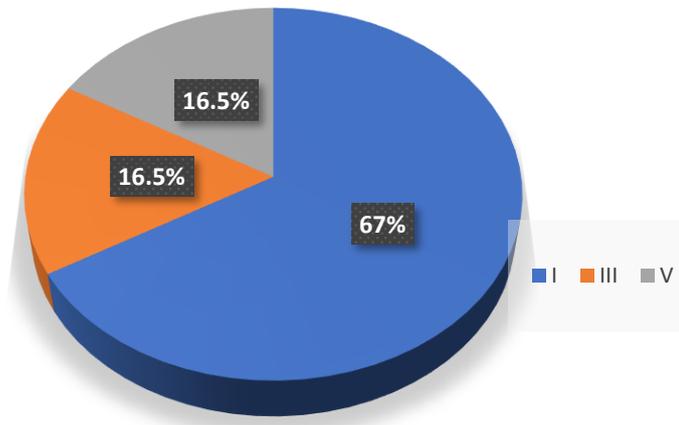


Figure 3. Respondent semester

Based on the diagram above, it is observed that the majority of respondents are currently in their first semester, comprising 67% of the total respondents.

The validity test, conducted with a sample of 18 respondents from the Arabic Language Study Program at KISDA, revealed that the r count values for all questionnaire items exceeded the critical r table value of 0.4438. Consequently, all questions on the questionnaire are deemed valid.

The reliability test for the questionnaire, which included 26 items, yielded a Cronbach's Alpha value of 0.942. This value is significantly higher than the threshold of 0.600, indicating that the questionnaire is highly reliable.

Table 1.
Frequency of responses

No	Question	Frekuensi jawaban				Score	%	Expl.
		STS	TS	S	SS			
1	The lecturer communicates with students in a friendly and welcoming manner.	0	1	10	7	60	83.33	Very effective
2	The lecturer listens attentively when students speak	0	1	9	8	61	84.72	Very effective
3	The lecturer values and acknowledges students' opinions and efforts during the teaching and learning process.	0	1	8	9	62	86.11	Very effective
4	The lecturer inquiries about students' well-being before beginning the lesson.	0	1	10	7	60	83.33	Very effective
5	The lecturer asks students about any difficulties or complaints they might have.	0	1	10	7	60	83.33	Very effective
6	The lecturer carefully listens to the difficulties or complaints expressed by students	0	0	10	8	62	86.11	Very effective

7	The lecturer makes an effort to understand the conditions and emotions that students are experiencing.	0	3	10	5	56	77.78	Effective
8	The lecturer greets students both inside and outside the classroom after the students have initially greeted them.	0	1	11	6	59	81.94	Very effective
9	The lecturer offers opportunities for students to ask questions about matters beyond the learning material.	1	1	6	10	61	84.72	Very effective
10	The lecturer encourages discussions related to the subject matter or topics outside of the curriculum.	1	0	11	6	58	80.56	Very effective
11	The lecturer presents learning materials clearly and audibly.	0	2	11	5	57	79.17	Effective
12	The lecturer explains the content using language that is easy to understand.	0	0	9	9	63	87.50	Very effective
13	The lecturer employs effective body language to enhance explanations of the material.	0	1	10	7	60	83.33	Very effective
14	The lecturer utilizes media or teaching aids to support instruction.	0	2	10	6	58	80.56	Very effective
15	The lecturer strives to deliver learning materials with clarity.	0	2	10	6	58	80.56	Very effective
16	The lecturer provides both verbal and non-verbal examples to illustrate the material.	0	3	8	7	58	80.56	Very effective
17	The lecturer is transparent about their level of mastery of the material in front of the students.	0	2	12	4	56	77.78	Effective
18	The lecturer verifies that students have comprehended and mastered the material presented.	0	2	10	6	58	80.56	Very effective
19	The lecturer solicits feedback from students regarding the effectiveness of the teaching methods used	0	0	12	6	60	83.33	Very effective
20	The lecturer remains composed and does not express anger towards	0	5	8	5	54	75.00	Effective

	students who have been frequently absent.								
21	The lecturer responds promptly when students require assistance with course material or related issues.	0	1	11	6	59	81.94	Very effective	
22	The lecturer forgives students for mistakes made during the learning process.	0	1	10	7	60	83.33	Very effective	
23	The lecturer offers praise to students who demonstrate mastery of the material.	0	0	9	9	63	87.50	Very effective	
24	The lecturer provides motivation and guidance to students who are struggling with the material.	0	0	8	10	64	88.89	Very effective	
25	The lecturer shows interest in students' issues beyond academic content	2	2	8	6	54	75.00	Effective	
26	The lecturer gives positive feedback on students' suggestions or evaluations regarding their teaching.	2	2	8	6	54	75.00	Effective	
	RESULT			Average		59.04	82.00	Very effective	

Based on the frequency distribution test results presented in Table 1, the overall percentage is 82%, indicating that the communication in Maharah Kalam learning is categorized as highly effective. This is also supported by the qualitative analysis conducted through interviews, where the effectiveness of communication was measured using five indicators known as *the 5 Inevitable Laws of Effective Communication: respect, empathy, audible, clarity, and humble.*

Respect

Respect is a fundamental element of effective communication, necessitating that both the lecturer and the student exhibit mutual appreciation. In the context of educational communication, both parties are expected to demonstrate respect: lecturers as the communicators and students as the recipients. Evidence from the research indicates that lecturers uphold the value of respect throughout the teaching process. They encourage students to express their opinions and show deference to these viewpoints, as exemplified by the following interview excerpt:

"I value students' opinions and efforts and acknowledge those who master the material."

Empathy

Empathy is a critical attribute for educators, involving the ability to understand and relate to the experiences and challenges faced by students. Effective communication in education relies on the lecturer's ability to listen, comprehend, and respond positively to student feedback (Riswandi, 2013). Empathy fosters trust between lecturers and students, which is essential for creating a supportive learning environment (Budiningsih, 2004). Research indicates that lecturers who

demonstrate empathy by understanding students' emotions and challenges contribute significantly to a conducive educational atmosphere. This is reflected in the following interview excerpt:

"The lecturer listens to students' complaints and difficulties and empathises with their situations."

This finding aligns with research suggesting that informal interactions outside of class strengthen teacher-student relationships and foster greater empathy. Effective communication between teachers and students not only improves understanding but also positively influences academic performance and student success (Myers & Knox, 2001). Additionally, studies suggest that strong teacher-student relationships help students adjust socially and emotionally, thereby enhancing their academic performance.

Audible

Audible pertains to the lecturer's ability to present educational content in a manner that is clear and easily heard by students. Effective communication necessitates that there are no barriers impeding the clarity of the lecturer's voice, ensuring that students can both hear and understand the information presented. Research findings reveal that lecturers successfully deliver their material with clear and audible speech. This is corroborated by students, as reflected in the following interview excerpt:

"The lecturer's voice is audible and clear during instruction."

Clarity

Clarity involves the lecturer's skill in conveying educational content with precision, so that students can grasp the intended message without ambiguity. Effective communication requires that the lecturer's messages are unambiguous and resistant to multiple interpretations. To achieve this, lecturers must exhibit strong verbal and non-verbal communication skills. Research findings indicate that lecturers are proficient in presenting material clearly, verifying students' understanding, and encouraging questions. As one interview excerpt illustrates:

"To ensure students grasp the material, I ask if the content is well received and offer them the opportunity to ask questions if they need further clarification."

Clarity is vital in educational communication as it significantly impacts student success (Titsworth et al., 2010). Lecturers also employ educational media, such as modules and social media platforms like YouTube, to enhance the delivery of content. This is supported by student feedback, as shown in the following interview excerpt:

"We were assigned to create a drama in Arabic in groups and upload it to YouTube."

Humble

Humble denotes a modest and respectful attitude, which is crucial for effective communication. It fosters a sense of equality and enhances two-way interaction (Hidayat, 2012). A humble approach by lecturers helps to avoid arrogance and creates a supportive environment that motivates students to develop their skills and potentially exceed the lecturer's expertise in the future. Humility facilitates a service-oriented mindset, respect, and attentiveness to student needs. Research findings reveal that Maharah Kalam lecturers exhibit humility and responsiveness,

particularly when engaging with students through platforms like WhatsApp. This is affirmed by the lecturers, who express their willingness to assist students with both course-related and additional queries, as illustrated by the following interview excerpt:

"I respond promptly when students need help with course material or other concerns."

Factors Supporting the Effectiveness of Maharah Kalam Learning Communication at KISDA

Several key factors contribute to the effectiveness of communication within the Maharah Kalam learning environment at KISDA:

Communicator Factors (Lecturers)

The efficacy of communication is significantly influenced by the attributes of the communicator:

a) Expertise

Interviews and focus group discussions with both lecturers and students reveal that the Maharah Kalam lecturers possess substantial expertise in Arabic. This is demonstrated through their academic credentials, including doctoral degrees from prestigious institutions abroad such as Al-Azhar University and Moroccan Universities.

b) Trustworthiness

The interviews indicate that Maharah Kalam lecturers have cultivated strong, trust-based relationships with their students. One lecturer noted that students confide in them about personal challenges, including financial difficulties. As stated by the lecturer:

"Students sometimes share their economic hardships or home issues with me. I empathize with them, especially when they struggle with tuition fees."

The lecturer further described their approach as nurturing, akin to a parental relationship, which helps students feel more at ease, as illustrated by this remark:

"I treat them like my own children, although they might be hesitant or shy, perhaps due to their backgrounds from pesantren."

c) Attractiveness

According to interviews, Maharah Kalam lecturers strive to make Arabic learning appealing by incorporating contemporary and relevant themes from social media. For example, one lecturer mentioned:

"To enhance student engagement, I often integrate vocabulary lessons with current viral issues, such as recent events or new terms like 'judge' and others."

Message Factors (Content of the Lesson)

a) Message Content

Effective communication in learning is also influenced by the content and delivery of messages:

- Readiness and Motivation

Interviews reveal that lecturers prepare students thoroughly for lessons, often using self-created modules. To foster motivation, they highlight future career opportunities related to Arabic. One lecturer explained:

"Before commencing lessons, I motivate students by discussing potential career paths, such as becoming reporters, especially since Arabic is the language of the Quran. This perspective boosts their enthusiasm. As a capstone assignment, students are encouraged to interview Arabic-speaking tourists and act as guides, which also provides them with extra earnings."

- Attention-Directing Devices

The use of social media as an educational tool is prevalent among lecturers. They engage students by discussing topics of interest, such as celebrities, and facilitate peer interactions. As one lecturer noted:

"I frequently invite students to engage in discussions and pair them up to review and correct each other's work."

Conclusion

The research identifies several key factors contributing to the effectiveness of Maharah Kalam learning communication at KISDA. It underscores that the credibility of lecturers, rooted in their expertise, trustworthiness, and engaging teaching methods, plays a crucial role in effective communication. Nonetheless, the study also highlights challenges such as technical disruptions and issues with student motivation that impede communication efficacy. The mixed-method research further reveals that Maharah Kalam learning communication in the Arabic Language Study Programme achieves a high effectiveness rating of 82%, classified as "very effective." This conclusion is supported by qualitative data from interviews and focus group discussions, which demonstrate that lecturers and students effectively fulfill the five communication indicators: respect, empathy, audible, clarity, and humble.

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